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ABSTRACT

The sources annotated in this bibliography contain ideas that the school administrator can use to enable organizational change to happen more surely, with less frustration. Most of the entries deal with processes or structures in schools or their environments. Many describe projects of organizational change. Some sources concerning other kinds of organizations (business, industry, government) contain ideas that are easy to translate to the school setting. Of the main entries, 296 deal with schools, 125 with other organizations, and 22 with both. Some of the other topics covered include citizen participation, school and classroom environment, decision making, leadership, communication and linking among schools, and organizational theory. A topical index is included. (Author)

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TRATEGIES OF

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Bibliography on Organizational Change in Schools,

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Center for Educational Policy & Management
CASEA R&D DIVISION / UNIVERSITY OF OREGON / 1472 KINCAID, EUGENE, OREGON 97401

BIBLIOGRAPHY ON ORGANIZATIONAL CHANGE IN SCHOOLS, SELECTED, ANNOTATED, AND INDEXED

by

Philip J. Runkel and Ann Burr

A product of the project on

Documentation and Technical Assistance in Urban Schools (DTA)

CENTER FOR EDUCATIONAL POLICY AND MANAGEMENT
Program on Strategies of Organizational Change

University of Oregon
1472 Kincaid Street
Eugene, Oregon 97401

1977

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This bibliography is compiled for persons who wish to understand organizational change in schools or who wish to enable it to happen more surely, with less wheel-spinning, and with fewer abortive attempts. No writing listed here offers guaranteed repairs for your school, district, or school-community. None contains a receipe for sure-fire innovation. All, however, contain ideas that can help you avoid wasted effort and reduce heartbreak. Some narratives explain procedures that made the difference between success and failure.

Most of the entries deal with processes or structures in schools or their environments; many describe projects of organizational change. We have included some writings about other kinds of organizations (business, industry, government, social service agencies, volunteer organizations, human-relations training groups, etc.) when they contained ideas we thought were fairly easy to translate to the school setting. Two hundred ninety-six of the main entries deal with schools, 125 with other organizations, and 22 with both. Six are discussions of general system theory or methodology not applied to any particular kind of organization. In addition to the 449 main entries, there are also 30 writings mentioned as "see also" or as parts of series under the main entries.

We have given preference to easily available documents, though we have included some unpublished papers. When we knew a writing was available in more than one place, we included that information. "ERIC" in an entry means the Educational Research Information Center of the United States Government, HEW. To inquire about the availability of their documents, write to ERIC Document Reproduction Service, Post Office Box 190, Arlington, Virginia, 22210, and give the ED number.

Studies of organizational functioning and organizational change, both theoretical and empirical, are appearing with increased frequency. As more work is done, conceptions change. Nevertheless, we have included a few classical studies, if only for sentimental reasons. As a general rule, however, we have omitted many early writings which, though they were very useful or even seminal at the time they were written, have been superseded in scope or sophistication (in our opinion) by later writings. Most of the entries appeared after 1965. This second edition drops many entries that appeared in the first edition (1974) and adds many more.

We have included very few laboratory studies (that is, conducted with groups of persons brought together only for the duration of an experiment), because we compiled this bibliography primarily for people wishing to facilitate change in the natural setting of the school, and we think that studies conducted in natural settings are usually more instructive for that purpose than laboratory studies. Furthermore, reviews of the laboratory studies are readily available in journals and annuals devoted to them.

We have made free use of the work of others, borrowing unblushingly from the Bibliography on Organization and Innovation by Michael Stuart and Charles Dudley mimeographed at CEPM in 1967, from Effects of Schooling: A Selected Bibliography mimeographed at CIRCE (Urbana) in 1975, from Maguire, Temkin, and Cummings (1971), from Marien (1971), from NIMH (1971), from Culver and Hoban (1973), from Davies (1974), from Friedlander and Brown (1974), and from Jamieson (1976)--the last seven are entries in this bibliography. Most often, we have used abstracts written by others; we have given credit where we have done so.

We are grateful to Ms. Connie Hixson, who tracked down many abstracts and much elusive bibliographic data, and to Ms. Dorothy Van Cleef and Ms. Patricia Eysenbach for a great deal of careful copy editing and typing.

An index appears at the end.

1. AASA-ERIC. A collection of ERIC document resumés on citizen involvement in the control of schools. Washington, D.C.: American Association of School Administrators, 1970.

   Forty-one items on citizen involvement in schools, annotated in detail.

2. Abbott, Max G. Hierarchical impediments to innovation in educational organizations. In M. G. Abbott and J. T. Lowell (Eds.), Change perspectives in educational administration. Auburn, Alabama: Auburn University, 1965. Also in Fred D. Carver and Thomas J. Sergiovanni (Eds.), Organizations and human behavior: Focus on schools. New York: McGraw-Hill, 1969. Pp. 42-50.

   There exists in education a hierarchical bureaucratic structure that makes it difficult to decide when new programs are needed and inhibits their development. The authority in this structure is often based on charismatic characteristics, and emphasis is placed on the "rights" of administrators and the "obligations" of teachers. This structure tends to undermine the development of the teaching role. In order to produce a more innovative educational structure it will be necessary to alter the hierarchical organization which elevates the status of the administrative personnel -- NIMH (1971).

3. Abbott, Max G. The school as a social system: Indicators for change. In Socio-Economic Planning Science, New York: Pergamon Press, 1969; pp. 167-174. Reprinted in J. Victor Baldridge and Terrence E. Deal (Eds.), Managing change in educational organizations. Berkeley: McCutchan, 1975; pp. 176-186.

   In systems analysis, the school may be viewed as a functionally differentiated subsystem of the broader social system in which it is embedded. To maintain a viable relationship with that social system, the school is subject to continual changes to meet the shifting social, economic, political, and technological forces in its environment. However, the more successful the school organization is in assessing accurately changing environmental forces, and in making appropriate adjustments to those forces, the more successful will it be in resisting temporary pressures and transitory movements and in controlling its own directions. (author's abstract)

   Ten general propositions and accompanying hypotheses are presented regarding the relationships between organizational attributes and the initiation of search behavior.

4. Achilles, C. M., L. W. Hughes, and J. R. Leonard. Regionalism and cooperation in education. Planning and Changing, 1974, 4(4), 217-222.

Describes recent practices and structures of "regional education service agencies" -- RESA. No data on outcomes or on difficulties in forming a RESA, but useful indication of the scope of this sort of regionalism now existing.

5. Adams, John D. (Ed.) Theory and method in organization development: An evolutionary process. Washington, D.C.: NTL Institute for Applied Behavioral Science, 1974. Reissued as New technologies in organization development: 2. La Jolla: University Associates, 1975.

A collection of papers telling about recent thinking and new techniques in OD, mostly in industry, but a few in other kinds of organizations.

6. Albertson, D. Richard and Cecil J. Hannan. Interaction exercises for the classroom. Washington, D.C.: NTL Institute, 1971.

This adaptation of "Interaction Briefs" from Today's Education, the journal of the National Education Association, is a second exercise packet to bring human interaction exercises to teachers at the elementary and secondary school levels.

7. Alderfer, Clayton. An empirical test of a new theory of human needs. Organizational Behavior and Human Performance, 1969, 4, 142-175.

Alderfer reviewed the literature on Maslow's hierarchy and found only one direct empirical test; that test provided almost no support for Maslow's hypothesis that satisfaction of a lower need spurs striving for satisfaction of a higher need.

This study presents an alternative theory based on a three-fold conceptualization of human needs: existence, relatedness, and growth (E.R.G.). The theory does not assume lower-level satisfaction as a prerequisite for the emergence of higher-order needs. It does include propositions relating the impact of higher-order frustration to the strength of lower-order needs. Empirical tests of differential predictions among Maslow's theory, the simple frustrations hypothesis, and E.R.G. theory were conducted by a questionnaire study with 110 employees at several job levels from a bank. The results tended to support E.R.G. theory more than Maslow's theory or the simple frustration hypothesis. (author's abstract)

8. Alderfer, Clayton P. and L. Dave Brown. Learning from changing: Organizational diagnosis and development. Beverly Hills: Sage, 1975.

   It is the first systematic study of a private school where diagnosis and development were intimately related.... The reader will learn about resistances people will manifest and the difficulties that they will experience in becoming reflective about their own systems.... The practitioners of organizational development... will find Learning from Changing to set a high standard of systematic inquiry, rigorous research, and conceptual mapping in the fields of organizational behavior and organizational development. -- from the introduction by Chris Argyris

9. Aldrich, Howard. Organizational boundaries and inter-organizational conflict. Human Relations, 1971, 24(4), 279-293.

   Open systems theory has stimulated a number of theoretical discussions, yet many implications of the theory still remain to be explored. The purpose of this paper is to suggest two applications of the concept of organizations as boundary maintaining systems to the study of organizational phenomena: (1) power and authority, and (2) inter-organizational conflict and member compliance.... conceptualizing organizations in terms of boundary maintaining systems provides a theoretical link between several concepts that have previously not been treated together. (author's abstract)

10. Alexander, W. E. and Joseph P. Farrell. Student participation in decision making. Toronto, Ontario: Ontario Institute for Studies in Education, 1975.

    Reports on a study conducted in the Ontario high schools to ascertain the extent and quality of student participation in decision making. The researchers looked closely at student government, at what influences are operating in the high schools, into what students protest about, and at an effort to give students more individual guidance, the "House" system.

    Those who are seeking insight into high school problems and are interested in alternatives for individualizing instruction and guidance will derive special benefit from reading this book.

11. Alinsky, Saul D. Rules for radicals. New York: Vintage, 1971.

    A practical account by the famous community organizer.

12. Alschuler, Alfred. Toward a self-renewing school. Journal of Applied Behavioral Science, 1972, 8(5), 577-600.

This case study describes the use of OD strategies to introduce psychological curricula in a community college. The author hypothesizes that the success of the intervention was due to the combination of three factors: favorable historical antecedents, the nature of the intervention, and continuous leadership by key administrators before and after the intervention. The interdependence of these three factors is analyzed. (author's abstract)

13. Anderson, G. J. Effects of classroom social climate on individual learning. American Educational Research Journal, 1970, 8(4), 649-663.

Anderson (1970) examines the effects of class properties on individual learners. The subjects in this study represented about 800 students selected at random from 113 classes. The classes were distributed throughout 27 states and Canada. In all, some 2,500 students in grades 10, 11, and 12 were enrolled in these classes. Only those fulfilling certain criteria were included in the study.

Four criterion measures were used to assess different types of learning: the Physics Achievement Test (PAT), the Test on Understanding Science (TOUS), the Welch Science Process Inventory Inventory (SPI), and the Pupil Activity Inventory (PAI). Thus, eight separate samples were used, since Anderson wanted to separate subjects according to sex on each of the four learning criteria. The independent measures included the scales of the LEI and I. Q. scores on the Henmon-Nelson Test of Mental Abilities.

Generally, research indicates that cohesiveness is positively related to achievement. However, Anderson found that cohesiveness is positively related to learning gains for females in high ability classes but bears a negative relationship to learning for females in low ability classes. High ability was defined as I.Q.s of 130 or greater, low ability as I.Q.s of 103 or lower.

The researcher speculates that friction indirectly taps a cooperation-competition dimension.

14. Anderson, James D. and Dale G. Lake. From information to action: Information systems and the use of knowledge. Washington, D. C.: The Alban Institute, Inc., 1974.

Lays the groundwork for a comprehensive understanding of the role of information in the processes of institutional change. The authors distinguish between the different kinds of information needed at various stages of creative problem solving, and they identify the variety of roles necessary for anyone who would assist an organization through those stages. (from the introduction)

Although the site for study was an Episcopal diocese, the problem-solving principles presented are generalizable to other organizations and the "energy states" described are steps for all problem-solvers to follow: (1) acceptance, (2) analysis, (3) definition, (4) ideation, (5) selecting, (6) implementation, and (7) evaluation.

15. Apple, Michael W., Michael J. Subkoviak, and Henry S. Lufler, Jr. (Eds.) Educational evaluation: Analysis and responsibility. Berkeley, California: McCutchan Publishing Corp., 1974.

This book is concerned mainly with (1) "broadening the perspectives of educators on the problems of and approaches to evaluation" and (2) "overcoming the limited range of conceptual and historical insights in the evaluation field."

The first chapter by Apple ... stress(es) that actions take place in social contexts that are value-laden. If we are to evaluate those actions and their products in a true sense, we must not only describe them, but also closely examine the values in which they are embedded. In chapter three, Michael Scriven discusses the relation between facts and values and the concept of a value-free science. After discussing the fact-value "dilemma," he takes a firm grip on the concept of a value-free science and demonstrates the inherent falseness of this concept. -- Ingemar Wedman, Journal of Educational Measurement, 1976, 13, 239-241.

16. Arends, Jane H. Organization development for the staff, parents, and students of an urban junior high school: A case study. Doctoral dissertation, University of Oregon, 1975.

Describes a pilot consultation in organization development for an urban junior high school. The purpose of the consultation was to create organizational structures for involving staff, parents, and students in school-wide problem solving and decision making.

Diagnosis of the current state of the school showed (1) absence of staff norms to support collaboration and expression of variety, (2) a history of failure at innovating, (3) tensions among staff members, (4) absence of functioning groups of parents, and (5) preference for safety and affiliation as opposed to staff-parent-student collaboration.

The study reports the events of an intervention that attempted to help a staff institute innovation in spite of the diagnosed problems. Guidelines for future efforts with such schools are offered.

17. Arends, Jane, Ann Burr, and Richard Schmuck. Aids for the development of educational teams. Eugene, Oregon: Center for Educational Policy and Management, 1976. A companion volume to Schwartz, Steefel, and Schmuck (1976).

Contents are divided into two parts: (1) techniques that are best presented by an outside consultant and (2) techniques that can be self-administered by educational teams without the aid of a consultant.

The procedures enable an educational team to diagnose its own problems, build trust in working together, and develop an awareness of each member's value system.

18. Arends, Richard I. and Jane H. Arends. Systems change strategies for the helping professional. New York: Human Sciences Press, 1976. ERIC order number ED 124 868.

This monograph concentrates on the processes of change in a specific social system, the school, and presents specific strategies for promoting system change. In the first chapter the authors describe why schools need to change and suggest the part those who provide guidance and pupil personnel services can play. The second chapter explains schools as social systems and describes some group processes through which work is accomplished in schools. Examples and tools appear in the third chapter, while the fourth chapter presents guidelines for facilitating change. The authors suggest trends for the future in the final chapter and conclude with an annotated bibliography for further reading. (ERIC abstract)

19. Arends, Richard I. and Don M. Essig. The differentiated staffing project in the Eugene, Oregon School District: Five progress reports. The district, 1972. (mimeo) ERIC order numbers respectively ED 060 511 through 060 515.

No. 1 reviews the history of the project and outlines the organizational structure that has emerged and developed in the experimental elementary schools. The report also includes the rationale for further study of organizational innovations and pinpoints some of the implications for patrons, students, and educators ....

No. 2 discusses the Organizational Development Training Program, its rationale, its activities, and its relationship to the Unitized Project. It describes the main ideas of OD training and the procedures used by the DSP coordinators to link this training component to the DS Project.

No. 3 focuses on changes in roles within the differentiated staffing structure. It discusses the elementary principal and the curriculum associate (CA) in a unitized, differentiated staffing (DS) elementary school. The report describes the procedures followed and the results achieved during the first year and a half of the project.

No. 4 discusses the effects of the addition of paid paraprofessionals, or Teaching Assistants (TAs), to the unitized, differentiated staffing schools in Eugene. The report also includes some recommendations for the district to consider about the future of teaching assistants in the district.

No. 5 describes a number of instructional changes that occurred during the first year of the project. Several examples of new instructional patterns that emerged in the experimental schools are described. (all authors' abstracts)

20. Arends, Richard I. and Jane H. Phelps. Establishing organizational specialists within school districts. Eugene, Oregon: Center for Educational Policy and Management, 1973. (mimeo)

Describes in detail the establishment of two cadres of organizational specialists, their rationale, and the success of their work.

21. Arends, Richard I., Jane H. Phelps and Richard A. Schmuck. Organization development: Building human systems in schools. Eugene, Oregon: Center for Educational Policy and Management, 1973.

This 50-page booklet introduces the concepts and methods of organizational development to school people who have no previous acquaintance with the topic. Organizational development enables the school to monitor and respond to the environment and to find, maintain, and use the resources and ideas needed to respond. OD does this by improving the school's self-renewing capabilities: communication processes, problem-solving processes, decision-making procedures, meeting procedures, and potential for collaboration. The school becomes self-renewing by experiencing learning-by-doing in the task group, skill training, new procedures, survey feedback, and group and intergroup exercises. Contents: The process of change; Organizational functions of self-renewing schools; Capabilities of self-renewing schools; OD as a permanent part of a school district; Stages of training; Individuals, programs, and writings in OD.

An audio-slide presentation that complements the Organization Development booklet, complete with 73 slides, carousel container, and an audio tape recording is available from CEPM for $50.

22. Argyris, Chris. Intervention theory and method: A behavioral science view. Reading, Massachusetts: Addison-Wesley, 1970.

Change requires attention to organizational tasks and to social structure. Getting information for diagnosis and to monitor change is not easy; its quality depends on the relationship between researcher and client. Sometimes the intervener conducts both training and research; this double role can confuse the client and requires great skill on the part of the intervener.

23. Argyris, Chris. Personality and organization theory revisited. Administrative Science Quarterly, 1973, 18(2), 141-167.

Documents the delibilitating effects of low-status jobs in which the worker has little control over his or her own fate. Gives evidence that people in dull work also carry on dull leisure-time activities. Gives evidence that people become enthusiastic and creative when moved into jobs where they control more of their own fate, though a transition period for developing new attitudes and skills is necessary. Makes few references to schools. For similar evidence from schools, see Bowles and Gintis (1976), de Charms (1969), Deci (1972), Jackson (1968), Shields (1973), Silberman (1970), Whitmore (1974), Willower (1963, 1970), Willower and Jones (1963).

A growing body of research testifies to the pervasiveness in social interaction of three kinds of motives or skill in acting upon them: power, achievement, and affiliation. Those are

McClelland's labels; different authors use different labels. Sometimes a motive of activity, energy, or initiative appears. Several writings in this bibliography give evidence of the importance of one or more of those motives (or skills): Aronoff and Litwin (1971), Berlew (1974), Bowles and Gintis (1976), Coleman (1968), DeCharms (1976), Deci (1972), Favors (1971), Foa (1961), Glaser and Taylor (1973), Golembiewski (1966), Hage and Aiken (1967), Hickson (1966), Jackson (1968), Korman (1971), Lammers (1967), Longabaugh (1966), McClelland (1958), McClelland and Winter (1969), Mechanic (1962), Silberman (1970), Whitmore (1974), Willower (1963, 1970), Willower and Jones (1963).

24. Argyris, Chris. Theories of action that inhibit individual learning. American Psychologist, 1976, 31(9), 638-654.

A theory of action perspective is applied to adult learning problems, including becoming a more effective leader. Results suggest that adults may not be able to discover-invent-produce the learning that is necessary to behave more effectively; that they may be unaware of this possibility; and that if they try to get help from well-intentioned others, it will tend to make things worse. The results are applied to the adult educational perspectives represented by Fiedler and Vroom and their respective collaborators. (author's abstract)

25. Argyris, Chris and William F. Dowling. Conversation with Chris Argyris. Organizational Dynamics, 1974, Summer, 45-62.

In his comments, one of the best known and most widely read psychologists concentrates on the failure of sensitivity training (what he calls "education for closeness") and defines a more viable substitute (what he calls "education for competence"). He also describes what he is doing currently with a group of company presidents to help them become more effective chief executives. As he says, "Not people, not machines, but valid information is the most important resource in any kind of organization." Argyris explains how to foster the conditions in which top management obtains valid information. -- Publisher's blurb.

26. Argyris, Chris and Donald A. Schön. Theory in practice: Increasing professional effectiveness. San Francisco: Jossey-Bass Publishers, 1974.

Argyris and Schön say that they "present a view of man actively seeking to master himself and his environment in a way that makes organizations effective. If we are to accomplish these objectives, we must become aware of both

espoused theories and the tacit theories that govern behavior" (p. xi). Faculties of professional schools nowadays live in frustration between theory and practice, school and society, professional and client. The authors speak to these struggles in chapter 8, with special attention to schools of law, city planning, medicine, and education. This book is a landmark in two fields. It is a practical guide to the reform of professional education. It is also a beacon to theoretical thinking about human organizations, about their interdependence with the social structure of the professions, and about theory in practice.

For other writings on satisfaction of motives in the work place, see the cross-references under Argyris (1973).

27. Armstrong, Ronald. Student involvement. Analysis and Bibliography Series No. 14. Eugene, Oregon: ERIC Clearinghouse on Educational Management, 1972.

Intended primarily for educational administrators, this review presents an analysis of the literature concerning student participation in educational decisionmaking. The educational and legal ramifications of student involvement in several decision-making spheres, such as school board and committee membership, student government, extracurricular activities, student publications, and curriculum issues, are discussed. Some suggestions are given to administrators for channeling student energies into a constructive improvement of the educational program. A 54-item bibliography of related literature is also included. (Author's abstract)

28. Aronoff, Joel and George H. Litwin. Achievement motivation training and executive advancement. Journal of Applied Behavioral Science, 1971, 7, 215-229.

An experiment studying the process of motive acquisition was conducted with executives of a major American corporation. Each of 11 middle-level executives who were given a program designed to develop and strengthen their need for achievement was carefully matched with a comparable executive chosen to attend the corporation's executive development course during approximately the same period. In a two-year follow-up study, the participants in the achievement motivation training course had performed significantly better than their matched pairs, as measured by major changes in job level and salary.

For criticism, see John R. Hurley. Science and fiction in executive training. Journal of Applied Behavioral Science, 1971, 7, 230-233.

For other writings on satisfaction of motives in the work place, see the cross-references under Argyris (1973).

29. Averch, H. A., S. J. Carroll, T. S. Donaldson, H. J. Kiesling, and J. Pincus. How effective is schooling: A critical review and synthesis of research findings. Santa Monica: Rand, 1972.

This report assesses what [was] known [in 1972] about the determinants of educational effectiveness. The work was initially sponsored by the President's Commission on School Finance as part of its inquiry into alternative financial arrangements for primary and secondary education .... Because [the] inquiry was concerned with implications of research for policy, the analysis has been organized not according to disciplines but according to questions about educational effectiveness and methods used to get results. -- from the Preface

The following conclusions are presented in the summary: [1] Virtually without exception, all of the large surveys of the large national compensatory education programs have shown no beneficial results on average. However, the evaluation reports on which the surveys are based are often poor and research designs suspect. [2] Two or three smaller surveys tend to show modest and positive effects of compensatory education programs in the short run. [3] A number of intervention programs have been designed quite carefully and display gains in pupil cognitive performance, again in the short run. In particular, pupils from the more disadvantaged socioeconomic backgrounds tend to show greater progress in more highly structured programs. (Programs that are highly structured are those in which the sequencing of the children's experiences is heavily organized externally.) [4] There is considerable evidence that many of the short run gains from educational intervention programs fade away after two or three years if they are not reinforced. Also, this "fade-out" is much greater for the more highly structured programs, which are most unlike regular public school practice. [5] It would appear that incremental per-pupil costs of successful educational intervention vary anywhere from $200 on up, with the "feasible range" for such programs falling between $250 and $350. However, numerous interventions funded at these levels have failed. Clearly, the level of funding is not itself a sufficient condition for success (p. 125).

30. Baas, Alan M. Open plan schools. Educational Facilities Review Series, 1972, 6. Eugene, Oregon: Clearinghouse on Educational Management of ERIC.

The literature on open plan schools varies widely in quality and focus. This is understandable, considering the newness of the concept and the scope of its implications. Documents surveyed in this review range from a report on a statewide program of "open schools" (a description somewhat different from the facility term, open plan school, but related in concept) to case studies of particular schools employing open plan facilities. The prevailing opinion expressed in the literature in optimistic and highly cognizant of the need for further evaluation. (excerpt)

31. Baldridge, J. Victor. Rules for a Machiavellian change agent: Transforming the entrenched professional organization. In J. V. Baldridge and T. E. Deal (Eds.), Managing change in educational organizations. Berkeley: McCutchan, 1975; pp. 378-388.

Discusses professional organizations and the difficulties in bringing about change in them. Three characteristics of such organizations that make special strategies a necessity: (1) they are highly professionalized, client-serving systems, (2) they have extremely ambiguous goals, and (3) they are extremely vulnerable to outside pressures.

"The problem is clear: entrenched professionals are more interested in serving themselves than in serving their clients. The vision is compelling; the organization has to be changed so that the client's needs are in the forefront. The decision process is complex: an organized anarchy with the political decision process is an ugly monster to alter" (p. 383).

Explains five rules of strategy: (1) concentrate your efforts, (2) know when to fight, (3) learn the history, (4) build a coalition, and (5) join external constituencies. Also gives tactics for using committees effectively, using the formal system to your advantage, and for follow-through on decisions.

32. Baldridge, J. Victor and Robert A. Burnham. Organizational innovation: Individual, organizational and environmental impacts. Administrative Science Quarterly, 1975, 20(2), 165-176.

This article argues that research on diffusion of innovation should shift from individuals to organizational structure and environmental factors. The results of two research projects on organizational change are presented. The analysis indicates three findings. (1) Individual characteristics, such as sex,

age, and personal attitudes, do not seem to be important determinants of innovative behavior among people in complex organizations. However, administrative positions and roles do seem to have an impact on the involvement of an individual in the innovation process. (2) Structural characteristics of the organization, such as size and complexity, strongly affect the organization's innovative behavior. (3) Environmental input from the community and other organizations is a major determinant of an organization's innovation behavior. (author's abstract)

The studies were carried out in school districts around San Francisco Bay.

33. Baldridge, J. Victor and Terrence E. Deal (Eds.) Managing change in educational organizations: Sociological perspectives, strategies, and case studies. Berkeley, California: McCutchan, 1975.

The editors of this book point out that stimulating and managing change in educational organizations could be less of an intuitive process if knowledge based on social science research and the experience of practicing agents were applied. The articles in this book deal with three elements necessary to understand change processes: a comprehensive organizational perspective, that is, an understanding of crucial organizational innovation; familiarity with strategies that can be used to cause and support educational changes, such as leadership dynamics, the role of change agents, the dynamics of organizational politics, and the use of program evaluation processes; and practical experience with the dynamics of educational change through case studies about attempts to change educational organizations. -- Publisher's blurb

34. Barker, Roger G. and Paul V. Gump. Big school, small school: High school size and student behavior. Stanford, California: Stanford University Press, 1964.

In some ways, an organization like a school offers the same number of opportunities no matter how large it is; for example, there can be only one president of the senior class. In other ways, the larger organization offers more people with whom each person might interact. This book examines the effects of these complications on the ways the individual can fit into the life of the organization.

35. Bassin, Marc, Tom Gross, and Virginia S. Newton. School self-renewal. New York: Economic Development Council of New York City, High School Self-Renewal Program (address: National Alliance of Businessmen, 14th floor, 380 Madison Avenue, New York, 10017), 1977 (a kit of papers).

Self-Renewal ... is a name for a specific seven-stage process that allows those most directly involved in schools to take positive action to improve the functions of their own educational systems. The key component and most effective attribute of Renewal is the involvement and participation of those with the most intimate knowledge of the school, from the principal and teachers to parents and students.

This ... kit should be used in conjunction with Renewal workshops both outside and within the school and with initial guidance by a Renewal consultant. The materials within the kit are not intended to function as a self-sufficient, do-it-yourself instructional packet for the Renewal process. The kit consists of a basic Guide outlining the Renewal process and corollary materials in the front and back cover pockets, ranging from case studies to basic questions on Renewal (p. 3).

36. Beckhard, Richard. The confrontation meeting. Harvard Business Review, 1967, 45(2), 149-153.

Following major organizational changes, it is not uncommon that confusion and inefficiency will exist and affect productivity and organization health. Top management should have some method to determine attitudes and feelings to return productivity to the normal level. Usual methods for assessing organization health such as attitude surveys require too much delay. A quicker way to obtain a reading is to bring people together to assess the situation and initiate planning. Case examples are given and a sample plan for a confrontation meeting is presented. A "confrontation" meeting is suggested to provide top management with information and the opportunity to act on the information at the time it is presented. The confrontation meeting stimulates more involvement by all levels of management and speeds communication throughout the organization. The meeting can be held in 5 hours with all management losing only token time from assigned duties. --Wailand Bessent in Educational Administration Abstracts.

37. Beckhard, Richard. Organization development: Strategies and models. Reading, Massachusetts: Addison-Wesley, 1969.

Developing a strategy for systematic improvement of an organization entails an examination of the present state of affairs through diagnosis in two broad areas: (1) the various subsystems that make up the total organization system, and (2) the organization processes that are occurring. The term "change manager" is used to refer to those who are responsible for the organization's operations and effectiveness and who must accept major management responsibility in any planned organization or unit-wide change effort. The term "change agent" is

used to refer to those people, either inside or outside the organization, who are providing technical, specialist or consulting assistance in the management of a change effort. Alternative arrangements for linking organizations and outside resources and for the use of internal change agents are described. -- Maguire, Temkin and Cummings (1971)

38. Beer, Michael and Edgar F. Huse. A systems approach to organization development. Journal of Applied Behavioral Science, 1972, 8(1), 79-101.

Organization development (OD) efforts are often exclusively oriented to one method, one set of theoretical concepts, or one organizational variable. An input-process-output model of an organization was used as a framework for planned change. The program dealt with many organizational dimensions and used several intervention strategies and OD technologies. The effort resulted in substantial changes in organizational inputs, processes, and outputs. A number of findings about organization development have emerged from this OD experience and include the following: (1) OD efforts must not always start at the top; (2) the organization itself is the best laboratory for learning; (3) structural and interpersonal changes must complement and reinforce each other; (4) adult learning starts with behavioral change rather than cognitive change; and (5) the selection of change leaders as initial targets for the change program is a useful OD strategy.

39. Bell, Warren E. Impact of organization development interventions conducted by an internal cadre of specialists on the organizational processes in elementary schools. Doctoral dissertation, University of Oregon, 1977.

This study is part of a larger research project designed to examine the impact of an Internal Cadre of Organizational Specialists in Eugene, Oregon on the attitudes and beliefs of district personnel, the perceptions and expectations of Cadre members and the organizational processes of staff members in elementary schools. This study focused on the last, analyzing the effects of organizational complexity and organization development interventions conducted by the Cadre on the organizational processes in 32 elementary schools.

One overall conclusion was that organization development interventions have positive effects on organizational processes, especially if sufficient time is devoted to the intervention. Another was that OD training provided to principals has significant and positive impact on the organizational processes of elementary schools. The major recommendation of the study was that special efforts should be given to training principals as well as staffs in OD skills and procedures.

40. Bell, Warren E. and Ann M. Burr. The Eugene cadre: An internal group of OD specialists -- their impact on a school district. Eugene, Oregon: Center for Educational Policy and Management, 1976. (mimeo)

Describes the formation of a group of volunteer Organization Specialists in a school district and the research conducted four years later to ascertain the group's impact on their colleagues.

A survey of the 2,022 district employees resulted in a representative sample of respondents who answered items about knowledge of the cadre as well as attitudes toward the group. Results showed a sizeable amount of knowledge about them and attitudes that were more favorable than unfavorable.

Recommendations to other such groups of consultants were: (1) be clear about your purposes and affiliations, (2) do not expect the clients to see immediate benefits to their job; the first benefits felt are personal, and (3) divorce yourselves from the labels of "sensitivity trainers."

41. Bennis, Warren G. and Philip E. Slater.. The temporary society. New York: Harper and Row, 1968.

Six separate essays by one or both of the authors "to force into view certain changes affecting vital aspects of our key institutions: organizational life, family life, interpersonal relationships, and authority." In the first essay, democracy is seen as inevitable -- the necessary social system of the electronic era. In the second essay, Slater looks at change and the democratic family, noting that "experiential chasms between age cohorts serve to invalidate parental authority" (p. 24). The topics that follow concern the new style organizations beyond bureaucracy, social consequences of temporary systems, new patterns of leadership for adaptive organizations, and in the final chapter on the temporary society, the necessary education is prescribed for the art and science of being more fully human...

Arguing that "democracy is inevitable" because it is the only system that can cope with changing demands of contemporary civilization, the authors see the tasks of education as teaching how to live with ambiguity, identifying the adaptive process, making a virtue out of contingency, and being self-directing. Especially valuable to administrators is Chapter 5, "New Patterns of Leadership for Adaptive Organizations," with its emphasis on the concern for interpersonal relationships. -- Culver and Hoban (1973, pp. 246-247).

42. Bentzen, Mary M. and associates. Changing schools: The magic feather principle. New York: McGraw-Hill, 1974.

For any educator who knows he doesn't know it all.... This is a suspense story in educational change and the study of it... the pull on the reader's mind comes, rather, from the way Mary Bentzen draws the reader into participation with a small group of researchers who are in pursuit of an understanding of the mystique of change in education.... The Bentzen book is the story of how it happened; and, fortunately ... how and why turn up as synonyms.... There are other refreshing breezes in this research ... in not a single sentence of the report does the reader have to stop to ask himself, 'Now what does she mean by that?' ... it is written in straight plain talk ... in utter honesty. -- National Elementary Principal

The report of a five-year study of school change, its primary research thrust was to reveal what school variables, expressed as individual and collective behaviors, appear to be related to readiness to change. -- Ann Lieberman and Gary A. Griffin in Teachers College Record, 1976, 77(3).

For others reports from IDEA, see Culver and Hoban (1973), Goodlad (1975), Tye and Novotney (1975), Williams and others (1974).

43. Bentzen, Mary M. and Kenneth A. Tye. Change: Problems and prospects. In John I. Goodlad and Harold G. Shane (Eds.), The elementary school in the United States. (72nd Yearbook, Part II, National Society for the Study of Education) Chicago: University of Chicago Press, 1973, Chapter 14.

A review and synthesis of the accumulation of knowledge about the nature and use of change strategies. Despite these developments, the authors find few satisfying solutions to the problem of changing schools. Proposes that schools be viewed as a social system, that they become self-renewing and that they "will either do it themselves or it won't get done." -- Culver and Hoban (1973, p. 247).

44. Berlew, David E. Leadership and organizational excitement. In David A. Kolb, Irwin M. Rubin, and James M. McIntyre (Eds.), Organizational psychology: A book of readings (2nd ed.). Englewood Cliffs, New Jersey: Prentice-Hall, 1974. Pp. 265-277. Also in California Management Review, 1974.

Describes custodial, managerial, and charismatic modes of leadership. Custodial and managerial modes have not anticipated a time "when people would not be fulfilled even when they were treated with respect, were productive, and derived achievement satisfaction from their jobs.... they do not tell us why some

organizations are excited or 'turned on' and others are not" (p. 266). Proposes making others feel stronger through new beliefs about human nature, high expectations, rewards instead of punishment, encouraging collaboration, helping only when asked, and creating success experiences. Includes a section on unanswered questions.

For other writings on satisfaction of motives in the work place, see the cross-references under Argyris (1973).

45. Berlew, David E. and William E. LeClere. Social intervention in Curacao: A case study. Journal of Applied Behavioral Science, 1974, 10(1), 29-52.

This article describes an effort to apply behavioral science technologies to facilitate the social and economic development of the Caribbean Island of Curacao, Netherlands Antilles. A period of rising tensions, culminating in a labor dispute which erupted into a night of rioting, burning, and looting, preceded the intervention.

The project had two major elements: (1) motivation training, designed to encourage residents to view themselves as "origins" rather than "pawns" and enable them to set life and career goals and plan effectively to achieve them; and (2) and "outlet program," which involved the Island's leaders in creating new educational and job opportunities for individuals whose aspiration levels were raised by the motivation training. The intervention is evaluated, and several problems and issues relevant beyond the Curacao case are discussed. (author's abstract)

46. Berman, Paul and Milbrey Wallin McLaughlin. Federal programs supporting educational change, Vol. IV: The findings in review. Santa Monica, California: Rand Corporation, R-1589/4-HEW, 1975.

If educational change is to be successful and if an innovation is to attain stability, hard work in the local setting is required. Local people must participate in the planning and monitoring. Mutual adaptation is required between the consultants and the local school. Previously existing materials must be adapted to the local setting. In-service training must usually be provided. An explicit phase of institutionalization is required.

47. Bidwell, Charles E. Nations, school districts, and schools: Are there schooling effects anywhere? Journal of Research and Development in Education, 1975, 9, 57-69.

A critical review of studies.

48. Bidwell, Charles E. and John D. Kasarda. School district organization and student achievement. American Sociological Review, 1975, 40(1), 55-70.

Using data from 104 school districts in Colorado, this study examines determinants of organizational effectiveness. Five environmental conditions of these districts, three components of district structure and one of staff composition are linked in a causal model to the median reading and mathematics achievement test scores of the districts' high school students. The environmental conditions are size, fiscal resources, percent non-white in the population of the district's community, and the education and income levels of the parental risk population. The measures of district structure are pupil-teacher ratio, administrative intensity and the ratio of supporting professional staff to teachers. The staff composition variable is qualification level of the professional staff. The results indicate that pupil-teacher ratio and administrative intensity depress median levels of achievement; whereas, staff qualifications foster student achievement. Of the environmental conditions, only percent non-white has consistently significant direct effects on median achievement levels. But other environmental conditions (resources especially) have important indirect effects on achievement via their direct effects on school district structure and staff qualifications. (authors' abstract)

49. Bigelow, Ronald C. Changing classroom interaction through organization development. In R. A. Schmuck and M. B. Miles (Eds.), Organization development in schools. Palo Alto, California: National Press Books (now Mayfield Publishing), 1971. Pp. 71-85

The study probed for ways in which changes in the norms governing communicative interaction among faculty changes in the communicative interaction between teacher and student.

Results: The data taken from tape-recordings of classroom sessions are compelling. From the evidence it is safe to conclude that the teachers involved in the organizational development project changed their verbal behavior. While the control group teachers increased their use of directions and criticism, the OD group teachers decreased their use of directions and criticism. The OD group teachers also increased their use of praise and encouragement, student ideas, and questions. Changes in the number of students' responses indicated a greater student involvement in the interaction process in the OD classrooms. Students in the control school were responding to an increased number of teacher questions, as were the students in the OD

group. However, students in the latter group also were self-initiating more comments, thus indicating greater freedom to participate in a less prescribed manner. Students' attraction to school has been shown to decline as the school year progresses (e.g., by Flander, Morrison, and Leland, 1968; Gage, Runkel, and Chatterjee, 1963). But not only were OD students' attitudes toward classmates improved over those of the control group students; they did not themselves decline.

50. Bishop, Leslee J. Staff development and instructional improvement: Plans and procedures. Boston: Allyn and Bacon, 1976.

[This book] offers a practical guide to action. In the form of a generalized text, it presents a comprehensive array of suggestions for planning, designing, implementing, and managing inservice training programs with all of their resultant complexities.

Bishop's six core and interrelated topics are: (1) the rationale for change and renewal programs; (2) the diagnosis of staff and system needs accompanied by the identification of objectives for change; (3) the design of staff development programs; (4) the development of specific elements within the design; (5) implementation of the intervention; and (6) the evaluation of the effort throughout its existence.
-- Richard A. Schmuck, The Review of Education, 1977, 3(3), 216-225.

51. Blanchard, Kenneth H. and Paul Hersey. The importance of communication patterns in implementing change strategies. Journal of Research and Development in Education, 1973, 6(4), 66-75.

Participative Change Style and Coercive Change Style are described and contrasted. One style is not favored over the other; the use of one or the other depends upon a combination of situational factors, the educational leader's style of influence, and the communication structure of the school. They state that "... the participative change cycle is slow but tends to develop involvement and commitment; the coercive change cycle is fast but can create resentment and hostility."

52. Block, James H. Schools, society, and mastery learning. New York: Holt, Rinehart, Winston, 1974.

The second part of the book focuses on the economic, sociological, and administrative implications of successful implementation. Henry Levin points out that "any attempt to describe the economic implications of mastery learning is necessarily audacious" because there is no relevant data-base. But his essay describes nicely how the economist would go

about evaluating mastery learning, both in terms of its cost-effectiveness and its benefit to society. Levin makes some provocative comments on the nature of extra-educational changes (e.g., in work organization) that would correspond to the mastery-learning model and that might make mastery learning more functional in our society. William Spady discusses the ways in which the implementation of mastery learning might change the school's social milieu; the roles of the teacher, administrator, and student; and the community in general. -- Joanna Williams in Contemporary Psychology, 1975, 20(12), p. 964.

53. Blumberg, Arthur and Richard A. Schmuck. Barriers to training in organization development for schools. Educational Technology, 1972, 12(10), 30-34.

Schools, like other organizations, are increasingly faced with the challenge of making more effective use of their human resources. Strategies to accomplish this vary from the additions of administrative or staff positions, through inservice training programs, to organizational development training. The last of these, though the least frequent, appears to be on the increase and is the concern of this article. Our interest is to discuss the meaning of organizational development training, to indicate some barriers to effective training, and to make note of some ways in which consultants might proceed to overcome barriers (p.30).

54. Bogen, I. Pupil-teacher rapport and the teacher's awareness of structures within the group. Journal of Educational Sociology, 1954, 28, 104-114.

An experimental study in classrooms of the benefits to the teacher of treating students as embedded in a social order instead of as isolated individuals.

55. Bogue, E. G. The context of organizational behavior: A conceptual synthesis for the educational administrator. Educational Administration Quarterly, 1969, 5, 58-75.

Individual behavior in organizations is viewed in terms of four perspectives: management philosophy, organizational structure, group membership, and individual personality. The author feels that contemporary hierarchical organizational patterns tend to impede the following: (1) the achievement of individual self-actualization, (2) the occurrence of change and innovation, (3) the effective use of specialists in decision making, and (4) the development of an organic view of the organization. -- Maguire, Temkin and Cummings (1971).

56. Booth, Charlene Warren. Open wide the schoolhouse doors. Austin: Hogg Foundations for Mental Health (P. O. Box 7998, University Station, Austin, Texas 78712), 1974.

Describes, in a popular style, a project for school-community integration that began in "the mid-1960s" in the Columbia-Brazoria School District and is still continuing. The project began with an effort by the Child Development Division of the University of Texas Medical Branch at Galveston to improve its training of medical workers and to reach a wider clientele. The author describes the functions of various aides and describes the history of planning groups and project groups. Contains a brief but interesting section on activities of student groups. Discussion of evaluation is next to nil, and no statistics are given on outcomes. The fact of continuing, organized activity in all sectors of the community, however, argues that some benefit is being felt.

57. Borich, Gary D. (Ed.) Evaluating educational programs and products. Englewood Cliffs, New Jersey: Educational Technology Publications, 1974.

This book is largely by and for people working on problems of program evaluation at educational R&D institutions. Insofar as various chapters actually deal with the specifics of what goes on at R&D institutions in the name of evaluation and what has been learned from this work, the book makes an important contribution.... Since there are chapters that would be of interest to others besides evaluators (for example, school administrators, curriculum specialists, research methodologists, and even people generally interested in education), a reader's guide is included to suggest chapters for particular audiences. There is indeed something here for each of these audiences.... -- William A. Cooley in American Educational Research Journal, 1976, 13, 67-69.

58. Boulding, Kenneth E. General systems theory -- the skeleton of science. Management Science, 1956, 2(3), 197-208. Reprinted in W. Buckley (Ed.), Modern systems theory for the behavioral scientist: A sourcebook. Chicago: Aldine, 1968. Pp. 3-10.

Distinguishes systems according to their complexity. Shows how living systems, and especially human organizations, have complexities not present in physical systems. Shows that the "open system," when it is a human organization, contains complexities not often mentioned by writers on systems.

"This new discipline represents an important breakaway from overly simple mechanical models in the theory of organization and control" (p. 207).

59. Bowers, D. G. OD techniques and theory results in 23 organizations: The Michigan ICL study. Journal of Applied Behavioral Science, 1973, 9(1), 21-43.

Bowers ... compared empirically the impacts over time of four interventions -- interpersonal process consulation, task process consultation, laboratory training (group development), and survey feedback -- and two control conditions -- data handback and no treatment -- on a host of attitudinal variables. Survey feedback, interpersonal process consultation, and data handback led to positive changes on a majority of the dependent measures, while task process consultation led to no change, and laboratory training and no treatment led to negative changes. Further analysis indicated that changes in perceived organizational climate (human resources primacy, communication flow, motivational climate, decision-making practices, technological readiness and lower-level influence) influenced the impacts of the interventions; withous positive climate changes no interventions had very positive effects, and with them even laboratory training helped. The only intervention that directly improved organizational climate, however, was survey feedback. -- Friedlander and Brown (1974, p. 331).

60. Bowles, Samuel and Herbert Gintis. Schooling in capitalist America: Educational reform and the contradictions of economic life. Basic Books: New York, 1976.

The authors ..., articulate and able economists, ... present a structural analysis focusing upon the economic system and the social relations resulting from it as the context in which formal education evolves and functions. [They] characterize the capitalist system as dehumanizing, repressive, and inimical to personal growth.

Bowles and Gintis also advance a thesis that every major transformation of the American Educational system and ideology reflects a change in the structure of production and class composition. [They] also discuss educational alternatives, including free schools and deschooling efforts, and criticize them for their failure to identify the basic conditions which determine the orientations and functions of schooling -- Nobuo Shimahara in Phi Delta Kappan, 58, 285-286.

For other writings on societal pressures on schools, see Shields (1973) and Spring (1976).

For other writings on satisfaction of motives in the work place, see the cross-references under Argyris (1973).

For other writings on powerlessness in schools, see deCharms (1969), Deci (1972), Jackson (1968), Shields (1973), Silberman (1970), Whitmore (1974), Willower (1963, 1970), Willower and Jones (1963). For powerlessness among workers in industry, see Argyris (1973).

61. Boyer, Ronald K. Development for the new organizational team. Business Quarterly, 1969, 34, 64 - 71.

The article focuses on the use of laboratory methods in an organizational development program designed to enhance the effectiveness of new organizational teams. The general problems facing the new organizational teams and the organizations which form them are portrayed as follows: (1) What resources will the new team need? (2) How will the new team use its resources? (3) How soon, if ever, will the new team become effective? Seven main areas of concern in organizational development programs are identified: (1) the authority structure versus a multitude of complex interpersonal working relationships which bridge functions and individuals; (2) interdependency among people and functions; (3) the creative management of uncertainty; (4) the management of conflict; (5) openness, direct communication, trust, self-insight, and interpersonal competence; (6) relationships with dynamic environments; and (7) a systems approach to interrelated individual skills, attitudes and behavior, interpersonal relationships and competence, organizational structure and policies, and organizational technology. -- Maguire, Temkin and Cummings (1971).

62. Bredo, Eric. Collaborative relationships on teaching teams: Implications for collegial influence, team morale, and instructional practices. Technical Report No. 45. Stanford: Stanford Center for Research and Development in Teaching, 1975.

Forty-six teams in both open space and self-contained settings were studied. "Overall, it appears that teaching teams are mostly small, equal-status groups with relatively unimportant or non-binding interdependencies -- a likely outcome of the uncertain and highly contingent nature of the teaching task, which makes coordination difficult and agreement on procedures hard to obtain.... autonomy, flexibility, and voluntarism are likely to produce the most successful collaborative relationships" (p. iv).

63. Bresnick, David. Cyclical renewal in a large city school district -- decentralization and the policy process. Educational Administration Quarterly, 1974, 10(2), 19-34.

While decentralization of a large city school system allows for the maximization of certain values, it results in the deemphasis of other organizational values. This article places the decentralization of the largest city school system in the country into an historical conceptual framework. It argues that recent efforts at decentralization and community control are part of a recurrent pattern of reorganization. Noneducational support services, the administration of specialized schools, the allocation of internal resources, political

mobilization to maintain and expand external support and educational leadership to stimulate organization innovation are all functions which depend upon effective central administration. The success of the decentralized school system depends in large measure upon the effective execution of these centralized functions. Particular emphasis is given to the political mobilization and innovation functions. (author's abstract)

64. Bridge, Gary R. Parent participation in school innovation. Teachers College Record, 1976, 77(3), 366-384.

"Schools which try to implement major changes without considering parents' views are very likely to get a quick lesson in the organization of American education " (p. 367).

"This paper, which examines the role parents play in the implementation of change at the school building or district level, will consider three issues: (1) What kinds of schooling decisions do normative models suggest parents should make? (2) What kinds of schooling decisions do parents want to make? and (3) Who seems to be competent to participate effectively? In conclusion, some guidelines are offered for the school administrator who wishes to foster parents' constructive rather than destructive participation " (p. 368).

Excellent analysis of factors for consideration when enlisting parent involvement.

65. Brubaker, Dale L. and Roland H. Nelson, Jr. Creative survival in educational bureaucracies. Berkeley: McCutchan, 1974.

"You can't beat the establishment." "I'm tired of fighting the bureaucracy." "This is the last chance we have to change the establishment." Just such often-stated generalizations are examined and challenged in this important book. The authors believe that to survive creatively in and change educational organizations, the decision-maker needs to understand how such organizations presently function.

Clearly and simply written, allowing its sound ideas to stand out, the book helps the reader better understand the realities of educational organizations.... Throughout the book there are activities designed to involve the reader in the decision-making process. -- Publisher's blurb

66. Buchanan, Paul C. Organizational development as a process strategy for change. Educational Technology, 1972, 12(10), 10-13.

As implied by the historical development of OD and the examples given in this article, much of the information regarding OD as a strategy has come fron industry. The purpose of this article

has been to present enough information regarding this process, the issues to be managed and some models and technologies for coping with the issues, to enable the reader to form some idea regarding its relevancy and potential value in the improvement of schools (p. 13).

67. Buckley, Walter. Sociology and modern systems theory. Englewood Cliffs, New Jersey: Prentice-Hall, 1967.

Argues that mechanical equilibrium and organismic models of society should be replaced by general systems theory, cybernetics, and information and communication theory. Sees sociocultural system as a complex, adaptive system that generates, elaborates, and restructures patterns of meanings, actions, and interactions. Treats conflict, deviance, collective behavior, coercive power, and social change.

68. Bunda, Mary Anne (Ed.) Evaluation bibliography. (Aid No. 1 in Instructional Aids Series) Kalamazoo: College of Education, Western Michigan University, 1976.

Contains 603 entries indexed under categories such as "current issues in education," "Delphi technique," and "innovation technique."

69. Burke, W. Warner (Ed.) Contemporary organization development: Conceptual orientation and interventions. Washington, D.C.: NTL Institute for Applied Behavioral Science, 1972. Reissued as New technologies in organization development: 1. La Jolla: University Associates, 1975.

A collection of papers telling about recent trends and new techniques in OD, mostly in industry, but a few in other areas, including one on OD in school districts by Schmuck and Runkel.

70. Burke, W. Warner and Harvey A. Hornstein (Eds.) The social technology of organization development. Washington, D.C.: NTL Learning Resources Corp., 1972.

A collection of papers telling about recent trends and new techniques in OD, mostly in industry, but a few in other areas, including one on a big city school district by Derr and one on a junior high school by Schmuck, Runkel, and Langmeyer.

71. Burns, Mildred L. The effects of feedback and commitment to change on the behavior of elementary school principals. Journal of Applied Behavioral Science, 1977, 13(2), 159-166.

This article reports an experimental study of the effects of feedback and commitment to change on administrative behavior. The experiment was designed to test the differential effectiveness of giving three kinds of feedback, both Ideal and Actual, Ideal-Only, and Actual-Only, in initiating positive behavior change, and to examine the effects of those treatments under three "commitment" conditions. It was conducted in a stratified random sample of public elementary schools of California. Chi-square analyses and examination of patterns of positive change show that Ideal-Only was the most effective and Actual-Only the least effective type of feedback given. In some instances, Actual-Only Feedback appeared to inhibit positive change. The condition of stated commitment to "work on" particular principal behaviors tended to inhibit positive change. (author's abstract)

For similar studies, see Daw and Gage (1967), Gage, Runkel, and Chatterjee (1963), Hovenier (1966), Margaret Nelson (1972), and Tuckman (1969).

72. Burr, Ann M. The process of a principal's retirement and its effect on a school community. Doctoral dissertation, University of Oregon, 1977.

This case study describes the events in preparation for the retirement of the principal of an elementary school. The district's cadre of organization development specialists was not successful in helping the school to prepare for the transition from one principal to another.

73. Camaren, Reuben J. Innovation as a factor influencing the diffusion and adoption process. Dissertation Abstracts, 1966, 27(3-A), 621.

The purpose of this study was to determine whether innovations as relevant variables influence a differentiation in their social itinerary. A curricular practice (PSSC Physics) and an organizational form of instruction (Team Teaching) were the innovations selected. The investigation involved the adoption of an innovation over time, by an adopting unit (the school), in a given social setting. Findings indicate that diffusion of an innovation is not the result of a single element but rather the result of a complex set of elements, including some pertaining to the innovation. Three types of variables related to the diffusion of PSSC and Team Teaching are described in the study. In general, more rapid acceptance is accorded innovations whose consequences of adoption are insular rather than pervasive, which focus on improving process rather than products, and whose acts of adoption are overt rather than

ideological. Innovations in which influence is external to the social system for which intended are apparently unaffected by social systems boundaries, whereas those stemming from inside diffuse faster within than across differentiated segments of community structure. Innovations involving changes which relate directly to the improvement of instruction are difficult to adopt without the pretrained recipient. -- NIMH (1971)

74. Canfield, Jack, and Harold C. Wells. 100 ways to enhance self-concept in the classroom. Prentice-Hall: Englewood Cliffs, New Jersey, 1976.

Actually, there are 105 class activities, all described in clear details, They promise hours of well-spent class time, used in developing children's self-images. The activities are sequenced into seven divisions: Getting Started, My Strengths, Who Am I?, Accepting my Body, Where Am I Going?, The Language of Self, and Relationships to Others. An annotated bibliography suggests books, organizations, and periodicals for additional leads on self-development. This book will help those practitioners who are looking for ways to implement their board's objectives for character development, citizenship, and self-knowledge. -- D. M. Wirick in Educational Leadership, 34, 234-235.

75. Caplan, Nathan, Andrea Morrison, and Russel J. Stambaugh. The use of social science knowledge in policy decisions at the national level. Ann Arbor: Center for Research on Utilization of Scientific Knowledge, Institute for Social Research, University of Michigan, 1975.

Interviews with 204 upper-level federal executives in the United States Government identified 575 diverse instances of policy-related social science use, half of them in matters of considerable national importance, and 94 % of them based on government-funded research. These was a high level of receptivity to social science knowledge in policy formation, but actual utilization was negatively related to interest in government careers. Political implications were major determinants of use or non-use of research findings. Effective knowledge utilization may depend on knowledge "transfer" groups able to translate social science information, deal with value issues and bureaucratic factors, and gain the trust of policy makers. -- Publisher's blurb

76. Caplan, Nathan and Stephen D. Nelson. On being useful: The nature and consequences of psychological research on social problems. American Psychologist, 1973, 28(3), 199-211.

"The major conclusion ... is that person-blame interpretations are in everyone's interest except those subjected to analysis" (p. 210). "The purpose of ths article was to show why we must be wary of uncritically accepting the idea that the promotion and dissemination of social science knowledge are intrinsically good, moral, and wise" (p. 211).

77. Carey, Alex. The Hawthorne studies: A radical criticism. American Sociological Review, 1967, 32(3), 403-416.

A detailed comparison between the Hawthorne conclusions and the Hawthorne evidence shows these conclusions to be almost wholly unsupported. The evidence reported by the Hawthorne investigators is found to be consistent with the view that material, and especially financial, reward is the principal influence on work, morale, and behavior. Questions are raised about how it was possible for studies so nearly devoid of scientific merit, and conclusions so little supported by evidence, to gain so influential and respected a place within scientific disciplines and to hold this place for so long. (author's abstract)

78. Carlson, Richard O. School superintendents and the adoption of modern math: A social structure profile. In M. B. Miles (Ed.), Innovation in education. New York: Teachers College, Columbia University, 1954.

Educational diffusion studies (especially those done by Paul Mort) have previously ignored school officials' characteristics as influencing rates of adoption of innovations. The primary assumption of this study was that the position a superintendent holds in the social structure of school superintendents is directly related to his rate of adoption of educational innovations. "New math" was the innovation whose adoption rate was studied in a county-wide interview survey of school superintendents. S-curves of adoption were significantly separate (approximately two years) for superintendents rating high and low on six social structure variables: (a) social network involvement (measurement of friendship choices, amount of self-perceived interaction, and perception of own systems rate of adoption compared with others') and (b) status (education, professionalism, and prestige). Study findings seem to negate two previous assumptions regarding superintendents' effect, i.e., that he is a victim of his budget and that he is a powerless officeholder.-- NIMH (1971).

79. Carlson, Richard O. Succession and performance among school superintendents. Administrative Science Quarterly, 1961, 6, 210-227.

This paper is part of a larger study of executive succession and its consequences. Taking origin of successor as a variable, some propositions are developed and tested about succession of chief executives. These deal with conditions of employment, salary, rule making, staff expansion and replacement, attitudes toward mobility, tenure, and patterns of succession. The data demonstrate that school superintendents promoted from within and those brought in from outside relate to their organizations in different ways with different organizations consequences. (author's abstract)

80. Carlson, Richard O. Executive succession and organizational change. Chicago: Midwest Administration Center, University of Chicago, 1962.

Shows that insiders or place-bound successors are more limited in their influence on organizational change than are outsiders or career-bound successors. Points out characteristics of administrators who do and those who do not promote change. -- Culver and Hoban (1973, p. 248).

81. Carlson, Richard O. Environmental constraints and organizational consequences: The public school and its clients. In Behavioral Science and Educational Administration. Sixty-third Yearbook of the National Society for the Study of Education, Part II. Chicago: University of Chicago Press, 1964; pp. 262-276. Reprinted in J. Victor Baldridge and Terrence E. Deal (Eds.), Managing change in educational organizations. Berkeley: McCutchan, 1975; pp. 187-200.

A scholarly presentation which develops a typology of organization-client relationships in service organizations and then suggests some of the consequences and implications of the type of relationships clients have with public schools. Develops the notions of wild and domesticated organizations, proposing a method of dealing with change in them. Attends to the question "What mechanisms are used by public school systems to adapt to an unselected clientele?" -- Culver and Hoban (1973, p. 248).

82. Carlson, Richard O. Adoption of educational innovations. Eugene, Oregon: Center for Educational Policy and Management, 1965.

An examination of the role of social structure as it influences the communication about the adoption of new educational practices. The final chapter is a case study of difficulties in adopting programmed instruction.

Sets forth three criteria affecting adoption: (1) the characteristics of the unit, (2) the way the adopting unit is joined to communication channels, and (3) the position the adopting unit holds in the social structure of like units. Interesting data are given on characteristics of innovators and unanticipated consequences associated with adoptions of educational innovations. -- Culver and Hoban (1973, p. 248).

83. Carlson, Richard O. School superintendents: Careers and performance. Columbus, Ohio: Charles E. Merrill, 1972.

Chapter 4 describes the characteristics and commitments that bear on the careers of the two kinds [career-bound and place-bound] of school superintendents....career decisions, preparation for the career, and career orientations....Chapter 6...

indicates the circumstances that lead an organization to select a career-bound or place-bound executive.... The next three chapters show the organizational consequences of employment of the one type rather than the other.... Chapter 11 ...summarizes what the terms in office of place-bound executives mean for organizational development... (p. 5).

84. Center for New Schools. Student involvement in decision making in an alternative high school: A preliminary analysis. Chicago: author, 1971. ERIC order number ED 123 777

This report outlines preliminary results of research analysis concerning one of 15 interrelated topics studied at an experimental "school without walls" to gain an understanding of the processes and outcomes involved in an attempt to establish an alternative institution. The final section includes a discussion of implications of the Metro research on student involvement in decision making for the development of other alternative schools. (ERIC abstract)

85. Center for New Schools. Strengthening alternative high schools. Harvard Educational Review, 1972, 42(3), 313-350.

The authors first present a case study of student involvement in decision making at Chicago's Metro High School, emphasizing the influence of the staff, student subgroups, and the school program upon the development of the decision-making process. Then they trace patterns of development common to alternative high schools, criticizing the notion of "organic growth" with which many alternative schools begin. Finally, the authors propose a constructive, supportive role for research, evaluation, and feedback to strengthen alternative schools within a framework of shared analysis and decision making. (Journal abstract)

86. Center for New Schools. It works this way for some: Case studies of 15 schools. Chicago: author, and Springfield: Illinois State Office of the Superintendent of Public Instruction, Illinois Network for School Development, 1973. ERIC order number ED 083 730.

This book provides ideas about developing new learning programs that are based on the actual day-to-day experience of 15 schools. The information was collected ruinng disits to 15 new school programs in Illinois and adjacent States, and by talking with people who had direct roles in devising these programs. The report presents the issues that appeared to be most important to school planning groups. For each major issue there is a discussion of related common concerns, difficulties, and pieces of advice that were recorded on the site visits. (ERIC abstract)

87. Center for New Schools. Research for new school programs: A guide for program planners. Chicago: author, 1973. ERIC order number ED 102 248

This research guide is designed to help people who are working on the development of new educational programs for public schools. By outlining some of the major questions and problems that relate to research and new programs and by suggesting some practical steps, this guide attempts to aid planning groups in the use of research techniques. (ERIC abstract)

88. Center for New Schools. A multi-method study of the development and effects of an alternative high school learning environment. Chicago: author, 1975.

This report describes a study concerning organizational processes in an alternative high school without walls (Metro High School, which is part of the Chicago public school system) and its effects on students during the first eighteen months of operation. Student development comparisons are made between a group attending Metro and a control group, both randomly chosen from a pool of volunteers who wanted to attend Metro.

After eighteen months, ... [e]xperiment ... students had made significantly greater advances in reading achievement [,] perceived the Metro program as significantly different in its overall climate in terms of a variety of humanistic goals [,] and had had significantly more contact with a variety of urban individuals and institutions compared to [the] [c]ontrol ... students.

89. Champagne, David and Richard M. Goldman. Teaching parents teaching. New York: Appleton-Century-Crofts, 1972.

Champagne and Goldman suggest in their book that teachers, especially urban teachers, need additional help in teaching. Such help might be provided by parents. Teaching Parents Teaching is intended to be used with experienced and prospective teachers who will then be able to assist parents to acquire teaching skills.

In this reviewer's judgment, the semi-programmed format of the book is no asset....

This is unfortunate because the book does contain challenging case materials along with numerous suggestions for role playing, recommendations for approaching particular parent-teacher problems, and a number of checklists and forms for observation and logging experiences. Prospective teachers will find useful ideas.
-- F. L. Steeves in Educational Leadership, 1973, 30, p. 569.

90. Chalupsky, Albert B. and Gary J. Coles. Exploring the impact of educational innovation: Overview of Project Longstep. Palo Alto: American Institutes for Research, 1976. A summary of the findings of Coles, Chalupsky, Everett, Shaycoft, Rodabaugh, and Danoff, Longitudinal study of educational practices, Vol. I: Impact of educational innovation on student performance: Project methods and findings for three cohorts; of Coles and Chalupsky, Vol. I supplement: Impact of educational innovation on student performance: Overall findings for reading and arithmetic; of Coles and Chalupsky, Vol. II: Innovative school environments and student outcomes; of Everett, Vol. II appendix report: A preliminary study of the relevance of a standardized test for measuring achievement gains in innovative arithmetic programs; and of Chalupsky and Coles, Project LONGSTEP memorandum report: Parental educational expectations and their impact on student outcomes; all published by American Institutes for Research, 1976.

Educational innovations included team teaching, multimedia emphasis, unique school design, use of paraprofessionals, variations in scheduling, and teacher-developed materials as well as independent study, student selection of materials, and a number of other practices typically associated with individualized instruction.... Some 30,000 students, 80 schools, and 1,500 teachers were involved.... (pp. 2-3).

The expectation that substantial yearly gains in student achievement would occur for a sample of intensive, innovative, educational programs was not supported by these findings.... Unquestionably large gains in reading, language, and arithmetic skills, over and above those expected on the basis of pretest and socioeconomic status, were found to occur in some of the participating schools (p. 5).

... innovative school environments did not demonstrate a substantially positive impact on either achievement or student attitudes (pp. 8-9).

Parental expectations ... concerning how far in school they want their children to go showed a positive relationship to children's attitudes toward school, regardless of how accurately children perceive these expectations (p. 12).

91. Charters, W. W., Jr. Stability and change in the communication structure of school faculties. Educational Administration Quarterly, 1969, 5, 15-38.

Using data from several of his communication studies, the author seeks to explain the strong persistence in patterns of staff contact in a high school between the spring of one academic year and the fall of the next, despite a 50% turnover of personnel in the

interim. He concludes that the stability of the communication structure depends to an important extent upon the stability of the scheme for dividing the school's labor and upon the constancy of the physical arrangement of work stations. -- Maguire, Temkin, and Cummings (1971).

92. Charters, W. W., Jr. Complexity as a dimension of the school's technical system: A working paper. Occasional Paper of CEPM-CASEA, University of Oregon, 1970. ERIC order number ED 057 443.

This paper traces the concept of complexity as it has been employed in empirical investigations of organizations over the last decade, presents a brief description of a doctoral dissertation in which complexity was one of the key variables, and then offers some summary comments on the utility of the complexity variable for school analysis. (author's abstract)

93. Charters, W. W., Jr. and John E. Jones. On the risk of appraising non-events in program evaluation. Educational Researcher, 1973, 2(11), 5-8. An earlier and longer version appears in J. Victor Baldridge and Terrence E. Deal (Eds.), Managing change in educational organizations. Berkeley: McCutchan, 1975; pp. 341-353.

As educational researchers well know, characterization of the independent variable is a major bug-a-boo of program evaluation. Except in tightly controlled studies conducted in laboratory-like settings, experimental programs rarely "hold still" for the evaluator; they are subject to modification, refinement, and re-interpretation as they are put into practice in the field. Beyond this, however, evaluators encounter difficulty in describing in principle the essential dimensions according to which a proposed program differs from a conventional one.... A serious consequence of slighting the independent variable is that elaborately designed evaluation studies may sometimes end up appraising non-events, with one the wiser.... These observations are far from original with us, but the apposition of two studies recently completed at the University of Oregon so aptly illustrates the point that we feel impelled to report them. (from the article)

94. Charters, W. W., Jr. and Roland J. Pellegrin. Barriers to the innovative process: Four case studies of differentiated staffing. Educational Administration Quarterly, 1972, 9(1), 3-14.

Researchers at the Center for the Advanced Study of Educational Administration (now CEPM) spent the 1970-71 school year conducting on-site observational studies of four schools in their first year of implementing Differentiated Staffing. This article describes the characteristic course of events in the schools during that year and summarizes the chronic problems of change revealed by the observations. (authors' abstract)

95. Charters, W. W., Jr. et al. The process of planned change in the school's instructional organization. Eugene, Oregon: CEPM-CASEA, 1973.

A symposium.... Summarizes some of the findings of attempts made to implement staff organization plans at the "grass-root" level of school and school district. Identifies factors that served to hinder or facilitate implementation of innovations. Process view of change emphasized. -- Culver and Hoban (1973, p. 249).

96. Chesler, Mark A. Social structure and innovation in elementary schools. Doctoral dissertation, University of Michigan, 1966. ERIC order number ED 014 817.

The author's purpose in this doctoral thesis is to study the relationship between teacher innovativeness and the internal staff relationships in a sample of 16 elementary schools. An innovation is defined as a new or unusual teaching practice a teacher reports he is using, or that a peer reports a colleague is using. Among the elements of the staff social system studied are teacher background and demographic variables, teachers' perceptions of and attitudes toward their peers; teachers' perceptions of and reactions to the principal's behavior; common staff attitudes; structure of staff social relations; principal's priorities; and principal's sensitivity to issues of staff social relations and innovation. Findings reveal that educational level, teaching experience, and felt and desired influence appear to be positively and significantly related to one or more of the dependent variable measures. Some aspects of teacher-peer relations also appear to be positively and significantly related to one or more of the measures of innovation. Recommendations for further study are suggested in the areas of seeking information on teachers' values regarding their classrooms and the process of education, teachers' personalities, and their attitudes toward school and education. -- NIMH (1971)

97. Chesler, Mark A. and Robert Fox. Teacher peer relations and educational change. National Educational Association Journal, 1967, 56(5), 25-26.

The authors explore and stress the importance of interpersonal relationships within the school as factors in the change process. They believe that the roles of the individual teacher and the faculty peer group in initiating and maintaining the change process have been largely neglected in studies of planned change. Generalizations drawn from this research review include: (1) opportunities for formal and informal associations with colleagues encourage teachers to share their ideas about change; (2) sometimes the faculty is so organized it

blocks the sharing and dissemination of new ideas; (3) teachers who, as a group, feel powerless, isolated, uninvolved, and dissatisfied with their roles, are not likely to instigate change; (4) teachers need to feel involved and potent in their organization in order to support educational change, and need backing of their fellow teachers and administrators before they are willing to try new ideas; (5) in establishing a healthy climate for change, there is first a need to develop ways for individual teachers to share new ideas with other staff members and gain support for worthy innovations; (6) adopting new administrative styles which decentralize decision making enable teachers to be involved in developing innovations and change; and (7) inservice programs help teachers perfect problem-solving skills, exploring interpersonal processes, openness of communication, and analysis of the field of forces affecting efforts to change. -- NIMH (1971).

98. Chesler, Mark A., Richard A. Schmuck, and Ronald Lippitt. The principal's role in facilitating innovation. Theory into Practice, 1963, 2(5), 269-277.

The authors report on a pilot study that was designed to determine the influence of the principal's behavior on the development and sharing of innovative classroom practices (i.e., new to that particular teacher). Teaching is improved when teachers can share ideas and experiences, and staff interpersonal relations influence such sharing. The role of the principal in this process is both direct, in encouraging or discouraging an atmosphere supportive of experimentation and sharing, and indirect, in that his style of leadership may encourage staff relations that make the teachers comfortable when discussing innovative attempts. The factors most relevant to teachers' initiating creative efforts were found to be: (1) new practices could help solve problems important to them and their students, (2) a given practice is easily adaptable to their own teaching style and therefore does not necessitate a great expenditure of time and energy, and (3) the school administration will support new practices. Accuracy of the principal's sensitivity to his staff's interests and perceptions also affected innovations (a difference of 1.4 innovations per teacher in the study). Such sensitivity seemed to indicate a higher value for improving and evaluating classroom procedures and encouraging teacher growth than for efficient management. -- NIMH (1971).

99. Chesler, Mark A. et al. Planning educational change, vol. 2: Human resources in school desegregation. Washington, D.C.: Department of Health, Education and Welfare, 1969.

Though addressing a specific problem (desegregation) and

specific personnel (school superintendents), this manual outlines a process using planned steps: identification of goals, diagnosis of the situation, development of plans, feedback and evaluation, and recycling steps in which further goals are established for continuing change efforts. Planning Educational Change, vol. 3, Integrating the Desegregated School, Department of Health, Education and Welfare (HEW), Washington, 1970, discusses the principal as leader in the change process, Chapter 6-9. -- Culver and Hoban (1973, p. 249).

100. Chevalier, Michel, Leslie Bailey, and Tom Burns. Toward a framework for large-scale problem management. Human Relations, 1974, 27(1), 43-69.

Sets forth four systems of activity: social, technical, environmental, and material; five phases of decision process: articulation, goal-definition, design, action, and evaluation; three classes of changes: those to satisfy a general class of interest, those providing instrumental, social or material changes, and those involving specific or functional interests; three degrees of certainty: actual, emerging, and potential; three scales of interaction: context, system-context, and in-system; three intensities of conditions of change: stable, adapting, and transforming; and three components of organizational planning: operations, forward, and future planning. Shows how these concepts can guide large-scale planning and action.

101. Claiborn, William L. and Robert Cohen (Eds.) School intervention. New York: Behavioral Publications, 1973.

An interesting and highly informative series of summary reports on innovative mental health projects directed at school-age children, youth, and their families.

The central theme of the book is that traditionally operated schools are not adequately servicing the needs of students, and the book includes appeals by the various directors and evaluators of innovative programs for "new consultative methods."

The book is divided into five sections with the section on School Intervention Programs containing several examples of intervention strategies. The exemplars on behavior modification and organizational training present some excellent ideas for establishing a collaborative relationship with school personnel. Other chapters in this section contain suggested intervention approaches used by consultants while working with classroom teachers, student dissidents, and as facilitators of school

desegregation efforts. Also, there are sections on the philosophy, training, and preparation of school interventionists; evaluation of intervention programs; and a final unit that has summations and recommendations. -- Howard K. Cameron in Contemporary Psychology, 1975, 20(6), 506-507.

102. Coch, Lester and John R. P. French, Jr. Overcoming resistance to change. Human Relations, 1948, 1, 415-556. Reprinted in Guy E. Swanson, Theodore N. Newcomb, and Eugene L. Hartley (Eds.), Readings in social psychology. New York: Holt, 1952. Pp. 474-490. Also in Dorwin Cartwright and Alvin Zander (Eds.), Group dynamics: Research and theory. Evanston, Illinois: Row, Peterson, 1953. Pp. 257-279. Also in Eleanor E. Maccoby, T. M. Newcomb, and E. L. Hartley (Eds.), Readings in social psychology. New York: Holt, 1958. Pp. 233-279. Also in Harold Proshansky and Bernard Seidenberg (Eds.), Basic studies in social psychology. New York: Holt, Rinehart, Winston, 1965. Pp. 444-460.

A study was done to determine why retraining after transfer of an experienced employee took longer than training a new employee. It was found that conflict between two forces, motivation toward reaching the production goal and difficulty of the job, produced frustration. This frustration caused a high rate of absenteeism and turnover both right after transfer and just before reaching the production goal. The first peak in rate of turnover, after transfer, was due to job difficulty; the second peak was believed to be due to cohesiveness of the work group. If the cohesive group is antagonistic toward management then they ofter set their own production goals below management's. An experiment was set up in which the transfered groups had either no participation, participation through representation, or total participation in planning their new working conditions. It was found that the rate of retraining was directly proportional to the amount of participation; the rate of turnover, inversely proportional. -- NIMH (1971).

Although this work was done in a factory and studied tasks on an assembly line, we include it (1) because the principles of instigating change have some relevance to schools and (2) because the study is an early, classic, seminal, experimental study of organizational change.

Later work along this line includes J. R. P. French, Jr., I. C. Ross, P. Smyth, J. R. Nelson, and S. Kirby. Employee participation in a program of industrial change. Personnel, 1958, 35, 16-29. Also J. R. P. French Jr., J. Israel, and D. Aas. An experiment on participation in a Norwegian factory. Human Relations, 1960, 13(1), 3-19. Also J. R. P. French Jr., E. Kay, and H. Meyer. Participation and the appraisal system. Human Relations, 1966, 19(1), 3-20.

103. Coffey, Hubert and William Golden. Psychology of change within an institution. In In-service education for teachers, supervisors and administrators. (Fifty-sixth Yearbook, Part 1, National Society for the Study of Education) Chicago: University of Chicago Press, 1957. Pp. 67-102.

Looks at the person in relation to tension systems, differentiation, and isolation, as well as in direct communication with his environment. Discusses change in social systems, the concept of role, and characteristics of institutional groups. Cites major principles of institutional changes: two-way communication with continuous participation and feedback, and role differences between levels which create barriers to problem solving within a group and resistance to change within the individual. -- Culver and Hoban (1973, p. 250).

104. Cohen, Arthur M. and R. Douglas Smith. The critical incident in growth groups: Theory and technique. La Jolla, California: University Associates, 1976.

A text for the leader of growth groups, especially temporary groups, with special attention to appropriate interventions after "critical incidents."

105. Cohen, Arthur M. and R. Douglas Smith. The critical incident in growth groups: A manual for group leaders. La Jolla, California: University Associates, 1976.

A collection of examples of critical incidents and appropriate interventions.

106. Cohen, Elizabeth G. and Eric R. Bredo. Elementary school organization and innovative instructional practices. In J. Victor Baldridge and Terrence E. Deal (Eds.), Managing change in educational organizations. Berkeley: McCutchan, 1975. Pp. 133-149.

(1) There is a positive association between indicators of complexity of instructional practice across subject matters for a given classroom. (2) Teaming is associated with more highly differentiated and less routinized instructional practice. (3) Within the sample of teams, there is a strong positive correlation between joint teaching and the frequency of the change in membership of student groups; independent of this association, there is a strong negative correlation between cross-grouping and the frequency of group change. ... teachers who attempt one complex, innovative instructional practice also attempt others. Likewise, teachers who use traditional methods of grouping and programmed decision making in one subject tend to use these methods in other areas. These data support the prediction of an association between increased complexity in the organization of teachers and increased complexity in the technology of the classroom, especially differentiation of instructional practice (p. 147).

107. Cohen, Elizabeth G., Terrence E. Deal, John W. Meyer, and W. Richard Scott. Technology and structure in the classroom: A longitudinal analysis of the relation between instructional methods and teacher collaboration. Unpublished paper from Stanford University, 1976.

Longitudinal data over a two-year period from a sample of 103 elementary schools are employed to examine the determinants of complexity of technology (instructional practices) and of social structure (collaborative arrangements among teachers). Complexity of instruction produces, over time, increased complexity of teaching arrangements, but not the reverse. Both aspects of classroom complexity are surprisingly insulated from broader school, district, and environmental forces, suggesting that classrooms are loosely-coupled organizational units. (authors' abstract)

108. Coleman, James S. Innovations in the structure of education. Technical Report of the Center for the Study of Social Organization of Schools, Johns Hopkins University, 1968. ERIC order number ED 015 159.

This paper examines the kinds of change in education, especially at the secondary level, that Western societies are presently undergoing and can expect to continue to undergo in the near future. Certain modifications in the conception of schooling which these changes require are suggested. The author discusses innovations by which children learn not by being taught, but by finding themselves in specially constructed environments in which learning occurs as a byproduct of the child's actions in coping with his environment. The author feels that schools of the future will utilize this method rather than the student-teacher role relationship. These schools have the qualities of (1) providing a greater degree of pluralism with rewards for a wider range of achievements, (2) allowing for higher over-all levels of performance, (3) providing intense enough experience to overcome differential family background, and (4) encompassing to larger portion of the child's life. The appropriate model is seen as a form of Boarding Community-School using stimulation games and computer assisted instruction to individualize learning experiences.

For other writings on satisfaction of motives in the work place, see the cross-references under Argyris (1973).

109. Coleman, James S. Conflicting theories of social change. American Behavioral Scientist, 1971, 14(5), 633-650.

... it appears that the very institutions in society that are designed to change individuals have little effect on those very attributes of individuals that many theorists feel are most important for change.... The very absence of such institutions in society ... suggests that modern societies

may be very poorly designed for change. It suggests that an institution is missing in modern society, an institution that would bring about these important changes in individuals, making them active, goal-oriented agents.... I think the knowledge about socialization and about personality change and motivational change exists to do so; but certainly the schools are not designed for this purpose, nor is any other institution (p. 648).

110. Coleman, James S. The children have outgrown the schools. Psychology Today, 1972, 5(9), pp. 72, 74, 75, 82. Reprinted in the National Elementary Principal, 1972, 52(2), 16-21.

Suggests that the environment outside the school is now capable of taking over many of the school's classical function, while educational functions traditionally carried on outside the school are now largely missing. (JF in Current Index to Journals in Education, January-June, 1973, p. 654)

111. Coleman James S., Ernest Q. Campbell, Carol J. Hobson, James McPartland, Alexander M. Mood, Frederic D. Weinfeld, and Robert L. York. Equality of educational opportunity. Washington, D.C.: Government Printing Office, 1966.

That students learn more in "good" schools than in "poor" schools has long been accepted as a self-evident fact not requiring verification. Thus, the finding that schools with widely varying characteristics differs very little in their effects is literally of revolutionary significance .... this is not a good study of the effects of education on minority-group performance; it is just the best that has ever been done. -- Robert C. Nichols in Science, 1966, 154(3754), 1312-1314.

As a scientific document the report is a success, but as a political document it is a failure. -- John Harding in Contemporary Psychology, 1969, 14(10), 526-540.

(1) Children from minority groups (Orientals largely excepted) enter school scoring behind whites in achievement and fall farther back until by 12th grade they are as much as three to five grades behind. (2) What is fed into the schools in the way of teachers, books, buildings and other resources have much less effect on achievement levels that the students' family background and the social environment of the student body. In other words the schools bring little influence to bear on a child's achievement that is independent of his background and general social context. (3) The most telling factor is the attitude of students toward themselves. When students feel they have control over their environment and destiny, they achieve more. Negroes with this positive self-concept score

higher than whites who lack that conviction. (4) Integration on the basis of race and class improves performance in some circumstances. When schools are 50 percent white or higher and 50 percent middle class or higher, achievement of minority pupils improves without adverse affect on the majority. Both white and minority pupils suffer in achievement when the percentage of whites fall below the 50 percent mark. -- James F. Welsh in Educational Researcher, 1967 (July), 8-9.

See also Robert L. Crain in American Journal of Sociology, 1967, 73, 354-356.

112. Coleman, John H., Jr. and William D. Cushnie. Organizing neighborhood task forces. In Robert A. Luke, Jr. (Ed.), First tango in Boston: A seminar on organization change and development. Washington, D.C.: National Training and Development Service, 1973. Pp. 13-28.

In a large project to improve the "service delivery" of city agencies, one phase called for establishing "neighborhood task forces" among the residents. This article tells of the methods used for entry and stabilization and lists the strengths and weaknesses discovered in the methods. A useful check-list for any plan for organizing neighborhood teams. For other phases of the product, see Klein (1973) and Perkins (1973).

113. Collins, Barry E. and Bertram H. Raven. Group structure: Attraction, conditions, communication, and power. In Gardner Lindzey and Elliot Aronson (Eds.), Handbook of social psychology. (2nd ed., Vol. IV) Reading, Massachusetts: Addison-Wesley, 1969. Pp. 102-204.

Contains (pp. 166-168) the well-known French and Raven bases of power: informational, coercive, referent, expert, legitimate, and negative.

See also J. R. P. French, Jr. and B. H. Raven. The bases of social power. In Dorwin Cartwright (Ed.), Studies in social power. Ann Arbor: University of Michigan Press, 1959. Pp. 150-167. Also B. H. Raven. Social influence and power. In I. D. Steiner and M. Fishbein (Eds.), Current studies in social psychology. New York: Holt, Rinehart, Winston, 1965. Pp. 371-382.

114. Corwin, Ronald G. Militant professionalism: A study of organizational conflict in high schools. New York: Appleton-Century-Crofts, 1970.

Compared with the tranquil schools, we find that the discordant schools have younger faculties which have been in the system for a shorter period of time; they have more professional faculties (with the exceptions that they have lower client orientations and slightly smaller proportions inactive in professional organizations). They are more gregarious, but they

talk less frequently with the principal and are more negative toward the principal. They have higher job satisfaction but lower career satisfaction.

The discordant schools are larger, more bureaucratic, more heterogeneous and have higher rates of staff turnover and expansion, but they permit teachers to assume more routine decisionmaking authority, are less complex, rely less on rules, and are less closely supervised; they also have a lower total tax base. They place more emphasis on character training and critical thinking and put comparatively less emphasis on subject matter and vocational training. They also have a higher proportion of students attending college (pp. 278-279).

115. Corwin, Ronald G. Reform and organizational survival: The teacher corps as an instrument of educational change. New York: Wiley, 1973

Reports the findings of a longitudinal study of the Teacher Corps, and reviews the underlying theory and methods that guided the study. The aim of the study was to learn about the general processes of organizational change, and, in particular, how professional services can be improved to help the poor. Written for social scientists, scholars, educators, policy makers, and other informed citizens to give a better understanding of this complex program. -- Publisher's blurb

116. Costello, Timothy W. Change in municipal government: A view from the inside. Applied Behavioral Science, 1971, 7, 131-145.

Preliminary to a description of five change decisions made by New York City municipal government, rules of political practice as they affect change are discussed briefly, a simple taxonomy of organizational change is illustrated from municipal experience, and differences between the public and private sectors that either facilitate or hinder change are identified. An inductive method is used to describe five municipal changes in the areas of organizations, education, labor relations, air pollution, and model cities, and then to analyze the processes through which the changes occurred.

117. Cottle, Thomas J. Strategy for change. Saturday Review, September 1970, pp. 70-71, 79-82.

The author discusses a training program developed for Bristol Township (Pa.) schools, which was based on three assumptions about the nature of change and the ways in which resistance to change can be overcome. First, the training program must be strongly and consistently supported by the district's educational leaders -- the superintendent and his top staff. Second, the program must include the entire school community. The superintendent, his staff, and the entire teaching force

must participate; ideally the program should include important lay members of the community as well. Third, training must be focused on personal growth for organizational adaptation to change, rather than on personal growth alone. -- Maguire, Temkin, and Cummings (1971).

118. Croft, John C. Organizational development for Thornlea: A communication package and some results. Journal of Applied Behavioral Science, 1970, 6, 93-106.

The author believes that most organizations have a structure which was designed to solve problems which no longer exist. Looking at the school as a social system or organization, he views organizational development as being directed toward developing the capabilities of an organization in such a manner that it can attain and sustain an optimum level of performance. Organizational development is viewed as a problem-solving process which is undertaken on a collaborative basis by a combination of the members of an organization and behavioral science practitioners. Utilizing assumptions which are supported in the behavioral science literature, the author develops objectives for an organizational development program in a school setting. The author, however, stresses that people in education need to pay a little less attention to the setting of utopian goals and the designing of ways to evaluate whether the goals are being obtained; rather, they should deal more creatively with what is available and build the strong relationships and organizational health necessary to creating a strong enough internal state or stamina for such an organization to flourish and grow. -- Maguire, Temkin, and Cummings (1971).

119. Cronbach, Lee J. and Patrick Suppes (Eds.) Research for tomorrow's schools: Discipline inquiry for education. New York: Macmillan, 1969.

Spells out the way to overcome the unproductiveness of present-day research with specific recommendations for research designed to result in genuine school improvement. Participants: the editors, James S. Coleman, Lawrence A. Cremin, John I. Goodlad, Calvin Gross, David M. Jackson, and Israel Scheffler. -- Culver and Hoban (1973, p. 251).

120. Culbert, Samuel A. The organization trap and how to get out of it. New York: Basic Books, 1974.

This well-written, integrated manual offers a precise and hard-hitting strategy for changing the exploitive relationship between the organization and the individual to a point where the individual controls his working life.

Culbert discusses his belief that we have created an organizational world in which the system defines the man rather than vice versa, His method for correcting this malfunction includes a step-by-step, consciousness-raising strategy that shows the individual how to exert greater control over organization life and how to prevent it from exploiting his needs for acceptance and affirmation.

Alternatives formulate as the discussion exposes the undermining and cyclical effects of an organizational life out of control. A guide to the breakdown of barriers and the discovery of creative potential among the employees follows in the path of the productive strategy -- Publishers' blurb

Although the book is not directly about schools, the traps exist there and the advice extends to those in educational roles.

121. Culver, Carmen M. and F. J. Hoban (Eds.) The power to change: Issues for the innovative educator. New York: McGraw-Hill, 1973.

... clear, concise and highly readable and should interest both educators and concerned lay readers.

This well-edited collection focuses on the school as a "theatre for change." The writers, IDEA staff members, assert that the individual principal is the key to educational change, and that teachers must shed their passive role for a responsibilities-sharing one. The 13 papers cover such areas as techniques for change, effects of teacher militancy, and accountability; and the underlying philosophy suggests a healthy return to concern with educational leadership, curriculum consultants, human relations, and teacher morale. -- Library Journal

For other reports from IDEA, see Bentzen and associates (1974), Goodlad (1975), Tye and Novotney (1975), Williams and others (1974).

122. Dahl, Robert A. After the revolution? -- authority in a good society. New Haven: Yale University Press, 1970.

In lucid language and orderly progression, Dahl describes the concerns of individuals and society in collective decision making. He describes various methods of decision making and the advantages and disadvantages they carry for the sometimes conflicting concerns.

123. Davies, Don. Citizen participation in education: Annotated bibliography. New Haven, Connecticut: Institute for Responsive Education (70 Sachem Street), 1974.

An annotated bibliography. The focus is on citizen participation in relation to elementary and secondary schools, ruling out, for the most part, both the postsecondary and preschool levels. The emphasis is on participation in decision making, policy development, and school governance, rather than on individual participation in schools as volunteers, tutors, teacher aides, or the parent's role as a teacher of his or her own children in the home. The focus is on the public school and school system rather than on private and parochial schools, although some attention is given to alternative schools outside the public system and to proposals for parent-choice such as voucher and family payment plans. (from the Introduction)

Contains sections on: Theoretical background, Community action, School problems, School politics, Community control and citizen advisory committees, Community schools, Administration and accountability, Guides for citizens, Bibliographies, and Dissertations.

124. Davis, Louis E. Evolving alternative organization designs: Their socio-technical bases. Human Relations, 1977, 30(3), 261-273.

The implicit assumptions underlying dominant or classic organization designs and the present forces in society are examined as a background for rise of alternative organization designs. Some fourteen attributes commonly shared by the new designs are presented. These include systemic structure and roles, organizations as open systems, design by joint optimization, organizational uniqueness, stated organizational values or philosophy, quality of working life as an essential objective, comprehensive roles, self-maintaining social units, flat structure, participation, minimal status differences, make large small, iterative evolutionary development, and minimal critical specifications. Some attributes are a response to needs for institutional survival, others for long-term economic survival, and still others for enhanced institutional effectiveness. A postscript compares evolving alternative organization designs with proposals of proponents of intermdeiate technology. (author's abstract)

125. Davis, Sheldon A. An organic problem-solving method of organizational change. In W. G. Bennis, K. D. Benne, and R. Chin (Eds.), The planning of change. (2nd ed.) New York: Holt, Rinehart, Winston, 1969. Pp. 357-370.

The culture of an organization as well as the individuals in an organization must change. This means that attention must be given to the value system, the social structure and the

technical system of an organization. Central to this effort are: (1) the principles of confrontation and (2) laboratory training viewed as a means not an end so that most of the effort is exerted in on-the-job situations after the people have attended labs and not in the labs themselves. This requires a nonmechanical, organic approach. This kind of approach consists of: (1) ability to view the culture analytically without becoming alienated from it; (2) optimism regarding chances for change since this increases the psychological freedom for introducers of change; (3) a systems approach which increases conceptual freedom; (4) use of consultants for third party facilitation; (5) confrontation and feedback; (6) empathy or "becoming the other"; (7) dealing with problems here and now; (8) multiplier planning which means choosing alternatives with the greatest potential for change; (9) fanning-out so that someone who does something leads to others doing something; (10) alternate acting and critiquing rather than serial action; (11) testing available choices rather than not taking a chance with them. There is an extensive description of the application of these principles in a concrete organizational setting. -- NIMH (1971).

126. Daw, Robert W. and N. L. Gage. Effect of feedback from teachers to principals. Journal of Educational Psychology, 1967, 58(3), 181-188.

Each member of an experimental group of 151 elementary school principals was given feedback concerning his teachers' ratings of their actual and ideal principals on 12 behaviors. These principals were subsequently found to differ significantly, in the direction of teachers' preferences, from 143 principals in a control group. Initial differences in ratings were controlled by analysis of covariance. A 2nd, nonpretested control group did not differ from the pretested control group; hence the pretest itself did not produce the effect and difference between experimental and control groups was attributable to the feedback itself. Two intervals between feedback and 2nd ratings, 2 forms of feedback, the principal's age and experience, and sequence and direction of the rating-scale items were found to be nonsignificantly related to the effect of the feedback. The results suggest that feedback of this kind improves the behavior of elementary school principals. (author's abstract)

For similar studies, see Burns (1977), Gage, Runkel, and Chatterjee (1963), Hovenier (1966), Margaret Nelson (1972), and Tuckman (1969).

127. Deal, Terrence E. An organizational explanation of alternative school failures. R&D Memorandum No. 133 from Stanford Center for Research and Development in Teaching, Stanford, California. A revision appears in J. Victor Baldridge and Terrence E. Deal (Eds.), Managing change in educational organizations. Berkeley: McCutchan, 1975; pp. 482-499.

We contend that alternative education was denied the opportunity to test its basic ideas because schools organized in such a fashion could not cope with the consequences of a revised authority structure. [The educational idealists did not] have the understanding, the skills, or the organizational sense to cope with the problems they encountered without returning to the system they wanted to revise (p. 498 of the McCutchan volume).

128. DeCecco, John P. and Arlene K. Richards. Growing pains: Uses of school conflict. New York (95 Morton Street): Aberdeen Press, 1974.

This is a 'how-to' book about conflict. It tells [educators and students] how to use conflict -- not how to avoid or suppress it. It shows ... how ... students and school adults [might] resolve their [differences]. Over 8,500 students and school adults have lent their voices to this book. Their raw, unedited words describe what is happening -- how they perceive and react to the chaos, the breakdown of interpersonal relations and of present-day high school governance -- Publisher's blurb

129. DeCharms, Richard. Enhancing motivation: Change in the classroom. New York: Halsted Press, 1976.

This book is the report of professors and practitioners from the public schools working together to understand motivation in a school setting and to help teachers use those understandings effectively and creatively in their work with students. More than 1,200 young people were involved, and almost 40 teachers performed various roles to help in the development of student motivation.... Enhancing Motivation is a superb example of careful research done within the dynamic, elusive reality of an inner city public school.

... Teachers in the experimental group helped devise and then use in their own classrooms activities and materials designed to foster the development of self-confidence, internal goal setting, personal responsibility, and internal control of behavior, among other things. These activities and materials were designed to help students become causal agents, to be the origin of their own behavior. The basic purpose of the study, in fact, was to develop commitment and competence (i.e., to be an origin) rather than aimlessness and powerlessness (i.e., to be a pawn.)

The data reported suggest that the concepts are valid and the instructional actitivies and materials are helpful. "It works," in other words. Professor deCharms' book should be particularly useful for practicing teachers and administrators in the public schools. -- Jack R. Frymier, Journal of Educational Research, 1977, 70(4), 227-228.

For other writings on satisfaction of motives in the work place, see the cross-references under Argyris (1973).

For other writings on powerlessness in schools, see Bowles and Gintis (1976), Deci (1972), Jackson (1968), Shields (1973), Silberman (1970), Whitmore (1974), Willower (1963, 1970), Willower and Jones (1963). For powerlessness among workers in industry, see Argyris (1973).

130. Deci, Edward L. Work -- who does not like it and why. Psychology Today, 6(3), pp. 57, 58, 92.

It is clear to me that if we want individuals to enjoy what they do, to derive joy and satisfaction from their work as well as their play, we must do two things. We must create more activities that are inherently interesting and gratifying; and we must not use extrinsic rewards in a way that will lower the interest level of those activities that are intrinsically motivated. We should learn to give verbal support to our friends, colleagues and children, and not rely on tendencies to reward or threaten. External controls may get others to act the way we want them to, but such controls absolve them to the feeling of responsibility for those acts. Controlling others seems to insure that others will not control themselves (p. 92).

For other writings on satisfaction of motives in the work place, see the cross-references under Argyris (1973).

For other writings on powerlessness in schools, see Bowles and Gintis (1976), DeCharms (1976), Jackson (1968), Shields (1973), Silberman (1970), Whitmore (1974), Willower (1963, 1970), and Willower and Jones (1963). For powerlessness among workers in industry, see Argyris (1973).

131. Delbecq, Andre L., A. H. Van de Ven and David H. Gustafson. Group techniques for program planning. Glenview, Illinois: Scott, Foresman, 1975.

A comprehensive guide to two techniques which approach problem solving in highly structured ways, allowing very little group interaction. The Nominal Group Technique (NGT) has this format: 1) Silent generation of ideas in writing. 2) Round-robin feedback from group members to record each idea in a terse phrase on a flip chart. 3) Discussion of each recorded idea for clarification and evaluation. 4) Individual voting on priority ideas with the group decision being mathematically derived through rank-ordering or rating (p. 8).

The book has these objectives: 1) To assure different processes for each phase of creativity. 2) To balance participation among members. 3) To incorporate mathematical voting techniques in the aggregation of group judgment (p. 9).

The Delphi process utilizes various formats to achieve these objectives: 1) To determine or develop a range of possible progr program alternatives. 2) To explore or expose underlying assumptions or information leading to different judgments. 3) To seek out information which may generate a consensus on the part of the respondent group. 4) To correlate informed judgments on a topic spanning a wide range of disciplines. 5) To educate the respondent group as to the diverse and interrelated aspects of the topic (pp. 10 and 11).

The basic approach used to conduct a Delphi can be exemplified, however, by a simplified Delphi situation wherein only two iterations of questionnaires and feedback are used. First, the staff team in collaboration with decision makers develops an initial questionnaire and distributes it by mail to the respondent group. The respondents independently generate their ideas in answer to the first questionnaire and return it. The staff team then summarizes the responses to the first questionnaire and develops a feedback report along with the second set of questionnaires for the respondent group. Having received the feedback report, the respondents independently evaluate earlier responses. Respondents are asked to independently vote on priority ideas included in the second questionnaire and mail their responses back to the staff team. The staff team then develops a final summary and feedback report to the respondent group and decision makers (p, 11).

132. Derr, C. Brooklyn. Organization development in one large urban school system. Education and Urban Society, 1970, 2, 403-419.

The author lists the essential components of the organization development (OD) method as: (1) The scope: It is an organization-wide effort to change the system. (2) The method of working: Premised on the assumption that those who really know the system best and have a reason for wanting to change it are the members of the organization, OD specialists attempt to transfer their skills and knowledge to their clients through collaboration so that the clients can independently be responsible for their own organizational change. (3) The need for legitimacy: OD recognizes organizational authority as a force which could destroy any effort to change an organization and, therefore, OD specialists insist on the approval and active collaboration with those at the top of the organizational hierarchy. (4) The definition of an organization:

Any system made up of three or more persons with a purpose (it is assumed that most OD will be done in complex organizations comprised of many persons and multiple goals) that can act independently enough to make its own decisions about whether, where, and how it will change. (5) The targets of change: Any aspects of the system (persons, structure, general culture, attitudes, methods of working together) that need to be changed in order for the organization to meet its effectiveness criteria as defined by the client. -- Maguire, Temkin, and Cummings (1971).

133. Derr, C. Brooklyn. Conflict resolution in organizations: Views from the field of educational administration. Public Administration Review, 1972, 32(5), 495-501.

This article attempts to consider organizational conflicts from the administrator's point of view; thus, it outlines some methods that an administrator may use to develop a strategy for conflict resolution. The article, first, identifies the most common kinds of organizational conflicts. Second, it underscores the importance of differentiating between conflicts (e.g., between those that foster creative tension and those that are potentially destructive to the organization), and it presents a model for determining the degree to which they are important and should be resolved.

Finally, the article presents some specific proposals for resolving organizational conflicts and summarizes these proposals by presenting the "Organizational Conflict Resolution Grid." (excerpted from author's abstract)

See also C. Brooklyn Derr. Surfacing and managing organizational power. OD Practitioner, 1972, 4(2), 1-4.

134. Derr, C. Brooklyn. Managing organizational conflict: When to use collaboration, bargaining, and power. Working paper from the Human Systems Development Study Center, University of California at Los Angeles, April 1974. ERIC order number ED 120 905.

Title gives content. Well organized. Gives very useful detailed suggestions about diagnosis, advantages and disadvantages of the three strategies, and suggestions for making use of mixing the strategies.

135. Derr, C. Brooklyn. Organization development in education. UCLA Educator (Graduate School of Education, University of California at Los Angeles), 1974, 16(2), 28-31.

An introduction, comprehensive though brief, and clearly written.

136. Derr, C. Brooklyn. Major causes of organizational conflict: Diagnosis for action. Working paper from the Human Systems Development Center. University of California at Los Angeles, June 1975. (mimeo) ERIC order number ED 120 906.

Six major causes of organizational conflict (individual stress, role conflict, power struggles, differentiation, interdependence, and external pressures) are delineated; implications for managing these conflicts using collaboration, bargaining, and power plays are pointed out; which mode of conflict management works best for which cause is presented; and literature on organizational conflict management is referenced. (ERIC abstract)

137. Derr, C. Brooklyn and Ada Demb. Entry and urban school systems: The context and culture of new markets. Education and Urban Society, 1974, 6(2), 135-152.

Describes processes of entry and ten factors that militate against the acceptance of OD by large city schools: Lack of supportive and compelling environmental forces; lack of adequate financing; lack of required interdependence; high value on autonomy; promotion from within; dearth of professional schools teaching OD; general skepticism or mistrust; management by crisis; extreme environmental vulnerability; and low accessibility of educational consultants.

See also C. Brooklyn Derr. Successful entry as a key to successful organizational development in big-city school systems. In W. Warner Burke and Harvey A. Hornstein (Eds.), The social technology of organizational development. Arlington, Virginia: NTL Institute of Applied Behavioral Science, 1972. Pp. 41-52.

138. Deutsch, Karl W. and William G. Madow. A note on the appearance of wisdom in large bureaucratic organizations. Behavioral Science, 1961, 6, 72-78.

How to compute the degree to which "wise decisions" by administrators appear by chance.

139. Deutsch, Morton and Harvey A. Hornstein (Eds.) Applying social psychology: Implications for research, practice, and training. New York: Wiley, 1975.

A distinguished forum of international authorities surveys the range of social intervention technology available to social psychologists. But more than just a simple cataloging of technology, the book articulates certain meta-theoretical assumptions that underlie different strategies of social intervention.

For example, it examines assumptions about the personal agency, the nature of social systems, and levels and forms of interpersonal influences. It also develops the implications of these issues for training psychologists and makes positive recommendations on how to bridge the gap between the need for a more problem-focused social science and what exists today.

The book also presents a proposed design for graduate training programs to facilitate developing professionals with skills in applied social psychology. Another important area covered is the book's discussion of social psychological assumptions that sometimes unwittingly underlie social psychologists' use of social intervention technology -- Publisher's blurb

140. DeVries, Davis L. and Robert E. Slavin. Teams-games-tournament: A final report on the research. Report No. 217. Baltimore: Center for Social Organization of Schools, 1976.

Describes a series of ten experiments over a four-year period on the Teams-Games-Tournament (TGT) instructional process, in which competition between teams enhances cooperation within teams. The research shows that the TGT method improved student achievement, attitudes, and peer group process in various subject-matters in elementary and secondary classrooms. Some resulting curriculum units are being published commercially.

141. Doll, Russell C., Barbara J. Love, and Daniel U. Levine. Systems renewal in a big-city school district: The lessons of Louisville. Phi Delta Kappan, 1973, 54(8), 524-534.

The author's conclusions include: "2. The format for training and organizational development should be closely interwoven with the regular academic schedule. 3. Plans for bringing about change falter when resources ... are not provided in sufficient quantity.... 4. Planning and evaluation procedures emphasizing formative evaluation, behavioral objectives, criterion-referenced testing... have not as yet been shown to have great utility ... other than their obvious role in helping call attention to blatant problems in the schools" (p. 532). Contains a history of the change efforts and many useful comments.

142. Doyle, Wayne, Janet Crist-Whitzel, Terrell L. Donicht, Donald F. Eixenberger, Robert B. Everhart, James M. McGeever, Douglas R. Pierce, and Robert M. Toepper. The birth, nurturance, and transformation of an educational reform. Portland, Oregon: Northwest Regional Educational Laboratory, 1976.

Numerous constraints existed at both the federal and local levels that inhibited an effective implementation of the planned program of reform in Jefferson. Still ... it helped the district through a severe financial crunch and permitted individual schools and individual teachers to try some programs which were being tried elsewhere -- as well as develop new curricula. The Experimental School Program did have intrinsic value for Jefferson in that it served as a lubricant for social and bureaucratic forces. By and large, it can be said that Jefferson gained from the experience. Did the Jefferson Experimental School Program serve its stated function as expressed in the grand design? ... it did not. Broad and sweeping change did not occur.... We have argued that it was neither feasible nor desirable in this setting (p. 303).

143. Dreeben, Robert. On what is learned in school. Reading, Massachusetts: Addison-Wesley, 1968.

Puts most attention on independence, achievement, universalism, and specificity.

144. Duffin, Richard, Arnold Falusi, and Philip Lawrence. Organization development, Part I: What's it all about? School Progress (Toronto), 1972, 41(9), 34-36; and Part II: Problems can only be solved from the inside. 41(10), 62-64.

The first article describes the OD unit of the York County Board of Education in Toronto, Canada, and lists the results of their work on financial planning and decision making. The second half of the story highlights some examples of OD efforts to help groups improve their efficiency. "... if the people on the firing line can see a meaningful disparity between where they are now and where they would like to be, and if they expect that they can deal with it, they will create their own method. The significant problems of an organization can only be solved from the inside" (p. 64).

145. Ely, Vivien King. Collaboration for planned organizational change in a state vocational education agency. Doctoral dissertation, North Carolina State University at Raleigh, 1975.

The theory and technology of Organizational Development (OD) for the solution of problems in a State Vocational Education Agency were tested. The study tested the effectiveness of OD training in improving the ability of State Vocational Education Agency (SVEA) members to change themselves, a condition called organizational adaptability.

The study employed a cooperative, action-research model in which a change agent from outside the SVEA system collaborated with practitioners.

One and two year comparisons of group problem-solving capabilities in the target system showed a significant trend toward improvement in four organizational functions: (a) group problem-solving procedures for moving toward goals, (b) maintaining access to the variety pool, (c) maintaining responsiveness, and (d) utilizing assessment procedures for moving toward organizational goals. Process and longitudinal data on group process skills showed conscious utilization of face-to-face communication skills.

Group problem solving and goal specification procedures had become established routine at the second level of SVEA management two years after training and, in some cases, the procedures had reached third-level managers and vocational education teachers. (author's abstract)

146. English, Fenwick W. Matrix management in education: Breaking down the school bureaucracy. Educational Technology, 1977, 17(1), 19-26.

Proposes that school districts move from bureaucratic "downtown" management to a reorganization of non-routine functions using matrix management.

The first step in moving toward matrix management is to develop a set of organizational objectives which are measurable and valid as external yardsticks of effectiveness (p. 20).

All positions between the lowest level of routine functions and the superintendency are abolished. A Central Communication Center or something similar is created. It is from this Center that tasks are derived, ranked and assigned to personnel groups for development (p. 21).

Thought-provoking ideas, though no example of a field test in a school district.

147. Essig, Don M. The effects of multiunit differentiated staffing organization on teachers' attitudes and instructional programs. Doctoral dissertation, University of Oregon, 1971.

The primary purpose of this study was to explore the effects of [an] experiment with the organizational structure of the elementary school.... two experimental and two control schools participating in the experimental Multi-Unit, Differentiated Staffing project in the Eugene Public Schools were used. Data were collected in all four schools both immediately prior to and one year after the project was initiated.

Results of the data collected in reference to the instructional programs in the experimental schools showed increased opportunities for students to be involved in determining their educational program, a greater number of collaborative teaching arrangements between staff members, additional involvement of non-classroom personnel with students on an instructional basis, new techniques used for reducing the adult/student ratio for many instructional activities, elimination of traditional lock-step ability-grouping practices, and the creation and maintenance of instructional units or teams with regular planning sessions. Data from the CASEA questionnaires indicated that goals were written down and distributed to nearly all staff in the experimental schools. The questionnaire data also showed that involvement of staff members in the actual planning and development of the school's curriculum had increased. Data collected in the control schools indicated no major changes in the instructional programs nor were goals for the schools written down and distributed to all staff. (author's abstract)

148. Fairweather, George W. Social change: The challenge to survival. Morristown, New Jersey: General Learning Press, 1972.

Discusses five ingredients of a "meaningful mechanism" for social change: (1) social discriminatory practices must be abolished, (2) change must be rooted in social action, (3) change must be accomplished by scientific methods, (4) change should be problem oriented, and (5) constant research should be maintained. Also stresses the need for the client to accept any proposed method of change or its goal. Describes a large-scale experiment in mental health and gives ten conclusions about methods of change.

149. Fantini, Mario, Marilyn Gitell, and Richard Magat. Community control and the urban school. New York: Praeger, 1970.

An explicit account of the current turbulence in urban education by three who have witnessed the problems as both participants and observers. Drawn mostly from the material dealing with the first community control crisis in New York City, it advocates the community control concept as a right of all parents to see that their children are treated with dignity and receive a quality education in the classroom. -- Public Administration Review, March 1972, p. 169.

150. Far West Laboratory for Educational Research and Development. Educational programs that work. San Francisco: Far West Laboratory, 1975.

A combination source book and reference guide to innovative demonstrator projects carried on under the auspices of the U. S. Office of Education .... These programs were selected because of their unique successes in academic and experimental areas where more traditional approaches to schooling have failed.

[There are] summary descriptions [of the programs, and] one learns about services available to those who plan to adopt -- or adapt -- similar projects within their own local schools. Training materials -- many of which are free -- are described, procedures for demonstrations or on-site visitation are outlined, and inservice or workshop training schedules are provided. A directory of state or regional "diffusion facilitators" who are personally associated with these projects and with whom one can work to adapt the models to local schools is also included. -- Willard Duckett in Phi Delta Kappan, 1976, 58, p. 288.

151. Far West Laboratory for Educational Research and Development. Transferring success. San Francisco: Far West Laboratory, 1976.

A book of case studies drawn from the experience of people who have participated in the National Diffusion Network, a linkage system established for the particular purpose of enabling people to share their knowledge and help each other promote change in schools.

Each section contains "NDN Lessons," succinctly posed statements worth reading and remembering. For example, in Section I, "Awareness: Learning About the Innovation," one lesson is:

> The local school should be provided the best information possible and an opportunity for demonstration or visits so that a decision on adoption can be made by the school, not for the school.

In Section IV, "Training: Preparing for use of the innovation":

> One benefit of a linkage system is that it can increase the number of people who can train others in the ideas and techniques of a new program.

152. Favors, John. Parental involvement and its relation to student achievement. Doctoral dissertation, University of California at Berkeley, 1971.

This study examines the effects on gains in academic achievement of students whose parents are involved at various levels of activity within the school program. The research was carried out in two elementary schools with a metropolitan ghetto area of Northern California: An "Experimental" school (having a number of innovative programs) and a more "Traditional" school. Academic achievement was measured at pretest and posttest by standarized reading and mathematics tests.

Four randomly selected groups of students were assessed: Group I consisted of Experimental School children whose parents were employed as instructional aides in the school and were members of the School Site Parent Advisory Group.

Group II consisted of Experimental School children whose parents did not participate in any of the formal organizations connected with the school.
Group III consisted of Tradititional School children whose parents participated in the Parent-Teachers Association and/or the Community Council.
Group IV consisted of Traditional School children whose parents did not participate in any of the formal organizations connected with the school.

The researcher reported the following academic gains for one year of instruction:

	Math	Reading
Group I	1.6	1.9
Group II	.9	.9
Group III	1.0	.9
Group IV	.6	.6

The researcher concluded that, in combination with other factors (such as participation in an innovative school setting), high levels of parental involvement increased gains in student achievement.

Favors' study illustrates the encouragement of achievement by parents and support for students through affiliation with parents, and perhaps increased control of students over their own fate (power) through alliance with their parents.

For other writings on satisfaction of motives in the work place, see the cross-references under Argyris (1973).

153. Fein, Leonard J. The ecology of the public schools: An inquiry into community control. New York: Pegasus, 1971.

... a brilliant (if caustic) discussion of the failure of integration in the schools, and of the now clear and implacable demands of blacks for control of the schools their children attend. Fein's primary concern "is to trace some of the threads which have led to a rejection of the goal of integrated education." The discussions are a highly sophisticated commentary on a wide range of concerns reported in books and Federal/state reports which have dealt with race and education; with decentralization; with emerging black demands and new postures; and with the restiveness of communities caught in the iron grip of urban poverty.... the book is invaluable in explaining why integration failed, and what remaining options for the schools appear to be. -- Choice, June 1972, p. 552.

154. Feitler, Fred C. and Lawrence L. Lippitt. A multi-district organizational effort. Educational Technology, 1972, 12(10), 34-38.

This article describes some of the thinking and implementation which went into development of a fourteen-school change project that has come to be known as the "Consortium of Schools." The Southern Tier Office for Educational Planning began this endeavor in the Spring of 1970. The purpose of the project was to provide training input through Organizational Development to a number of schools in a five-county region which would allow specific schools to determine for thenselves the nature and kinds of organizational and program changes that were appropriate and critically needed. Through training in planning, interpersonal skills and small group leadership skills, schools have begun to move proactively toward self-determined goals and objectives. This is in marked contrast to our previous experience with innovative programs in schools, which indicated that typically they were reactive. That is, they tended to react to symptoms and try to come up with cures for problems that could have been avoided. Frequently these innovations are either neutralized by the system or produce unanticipated outcomes which call for additional remedial action (p. 34).

155. Flamholtz, Eric. Human resource accounting. Encino, California: Dickenson, 1974.

Measures of human resource cost and value ... are useful in ... manpower acquisition, development, allocation, conservation, utilization, evaluation, and reward (compensation). This book ... presents concepts, models, techniques, theories, research findings, and organizational case studies. -- from the Preface. The book contains no illustrations from schools, but the systematic presentation of the subject is useful.

156. Filley, Alan C. Interpersonal conflict resolution. Glenview, Illinois: Scott, Foresman, and Co., 1975.

[The author] has written a very clear, concise, and useful book on conflict. This work should be of great value to both practitioners and students alike.... The book begins with a straightforward model of conflict that integrates much of the existing theory and provides an easy way of thinking about how conflict is caused, how it occurs, and what consequences it has.... [B]oth the positive and negative outcomes of conflict are discussed. Filley compares general approaches to conflict resolution, including lose-lose, win-lose, and win-win approaches, and then concentrates on methods of resolving conflict through the use of win-win oriented methods. ...Filley describes problem solving as the opposite of conflict, and sees conflict resolution activities as being designed to move the parties away from conflict and toward problem solving.

Specifically, the different chapters deal with the various aspects of the conflict resolution process, including communication between the conflicting parties, personal conflict styles, attitudes and problem solving, and structural (such as physical space) aspects of conflict and problem solving. He concludes with a general model for solving problems.... In total, the Filley book is clear, well-written, and actually a joy to read. While drawing on the research literature, the book is written in such a way that very practical applications can be drawn from it. In addition, at the end of each chapter, suggestions for experiential learning related to conflict and conflict resolution skills are included as well as an appendix with a number of very useful exercises. In summary, the author has put together a very readable and useful package that should have many applications for change agents, practicing managers, and students of organizational behavior. -- David A. Nadler, Journal of Applied Behavioral Science, 1977, 13(2), 242-245.

157. Flynn, C. Wayne. The principal as an organizational consultant to his own school. Doctoral dissertation, University of Oregon, 1971.

This study [tells of my] attempt ... to step out of my role as principal for one year.... to serve as an organizational consultant to my own staff and student body.... Nine hypotheses were tested; they were: (1) The high school staff, through activities, will improve their communication during the intervention. (2) Participation in group meetings and intiation of influence attempts will become more widespread among the staff. (3) The high school will attempt to clarify and further develop its decision-making structure. (4) The staff will develop more productive working relationships as changing roles are recognized. (5) There will be initial steps taken to involve students in decision-making. (6) It is possible for a principal to step out of his role and be effective as a trainer with his own staff. (7) It is possible for a principal to acquire communicative and problem-solving skills and concurrently to use them in an intervention. (8) Participation in group meetings and attempts at influence will become more widespread among the students. (9) There will be increased agreement among students, among faculty members, and between students and faculty regarding the school's rules and regulations.

The data collected revealed that Hypothesis 1 had strong support, as did Hypothesis 2. The support for Hypothesis 3 was more limited in nature. Hypotheses 4 and 5 were not supported. Hypotheses 6 and 7 were supported by the data; Hypotheses 8 and 9 were not. (author's abstract)

158. Flynn, C. Wayne. Management effectiveness by organizational development. Bulletin of the National Association of Secondary-School Principals, 1974, 58(382), 135-141.

It takes time for people to learn to work together effectively.... One of the biggest changes that must take place is in the administrator who heads the organization. He must learn to share power and to feel comfortable in doing so. He must trust others not to misuse power and he must believe that generally better decisions will be made by groups, the members of which often have key pieces to the puzzles. The payoff is usually in the clarity of understanding that people have of the decisions that have been made and their ability and willingness to cooperate in implementing them. Clearly one of the disadvantages is the amount of time that must be devoted to problem-solving and decision-making (p. 140).

We who are deeply committed to organizational development training see hope for any organization which is willing to explore the possibilities for improved communication and more effective problem solving and decision making. More satisfying human relationships can be the result; in schools our students will reap the benefits (p.141).

159. Foa, Uriel G. Convergences in the analysis of the structure of interpersonal behavior. Psychological Review, 1961, 68, 341-353.

Gives evidence for the ubiquity of relations of dominance (or submission) and love (or hate) in human groups.

For other writings on satisfaction of motives in the work place, see the cross-references under Argyris (1973).

160. Foskett, John M. Role consensus: The case of the elementary teacher. Eugene, Oregon: CEPM-CASEA, 1969.

This monograph compares the findings of investigations conducted in three communities differing in size and demography .... to determine the extent to which normative structures relating to the position of the elementary school teachers and principal are community specific or culturally defined (from the Foreword).

See also John M. Foskett. The normative world of the elementary school teacher. Eugene, Oregon: CEPM-CASEA, 1967.

The data for this study were gathered in a Pacific Coast community.... Role norm inventories were completed by 367 teachers, 22 principals, the 7 members of the school board, the superintendent of schools, 603 citizens, 56 community leaders, and 207 parents of elementary school pupils (p. vi).

See also John M. Foskett. The normative world of the elementary school principal. Eugene, Oregon: CEPM-CASEA, 1967.

161. Fosmire, Fred R., Carolin S. Keutzer, and Richard Diller. Starting up a new senior high school. In R. A. Schmuck and M. Miles (Eds.), Organization development in schools. Palo Alto, California: National Press Books (now Mayfield Publishing), 1971. Pp. 87-112.

Imagine the members of a football team playing a game without the benefit of practicing as a unit. Many new schools unfortunately do commence operation exactly this way -- without any practice or rehearsals. After all, it is argued, so long as the teachers are capable, the administrators skilled, and the curriculum materials up to date, why spend energy on developing communication skills, group agreements, and team morale? Would not those develop naturally when a school has top-flight, highly-motivated personnel?

The answer is NO. Educators, like football players, need to practice together to execute the organizational plan successfully. A school is more than simply the sum total of its individual members and curriculum materials. The staff as a staff has different characteristics from those of its individual members; and if it is effectively trained -- as in this intervention -- it can be more productive than would be expected from a simple summing up of individual resources.

This project shows that newly organized high school faculties can benefit significantly from OD training during their first year of operation. With so many schools commencing operation every year, OD start-up interventions as effective as this one should be done over and over again. (Editor's introduction)

162. Fox, Robert S., et al. Diagnosing and improving the professional climate of your school (Vol. III). Washington, D.C.: National Training Laboratories Institute for Applied Behavioral Science, 1970. ERIC order number ED 042 708.

This manual is directed to aid staff members to improve the professional climate of their schools. The guide has two main parts: part one begins with a description of the program, and some concepts and theories about the school as a social system; the remaining chapters cover solving problems for school improvement, who's responsible for what, how do we typically do things, and using one another's resources. -- Maguire, Temkin, and Cummings (1971).

163. Fox, Robert, Richard Schmuck, et al. School climate improvement: A challenge to school administrators. Published by Phi Delta Kappa in association with Fearon Publishers, 1974.

The questionnaire is designed so that the perceptions of students, teachers, parents, other staff members, building administrators, as well as district administrators can be ascertained with respect to four major determinants of school climate. Three to eight subscales, consisting of five items each, are identified within each major determinant. The major determinants and their respective subscales are listed below: A. General Climate Factors, (1) Respect, (2) Trust, (3) Morale, (4) Opportunities for input, (5) Continuous academic and social growth, (6) Cohesiveness, (7) School renewal, (8) Caring; B. Program Determinants, (1) Opportunities for active learning, (2) Individualized performance expectations, (3) Varied learning environments, (4) Flexible curriculum and extracurricular activities, (5) Support and structure appropriate to learner's maturity, (6) Rules cooperatively determined, (7) Varied reward system; C. Process Determinants, (1) Problem-solving ability, (2) Improvement of school goals, (3) Identifying and working with conflicts, (4) Involvement in decision making, (5) Effective communications, (6) Autonomy with accountability, (7) Effective teaching-learning strategies, (8) Ability to plan for the future; D. Material Determinants, (1) Adequate resources, (2) Supportive and efficient logistical system, (3) Suitability of school plant. -- Publisher's blurb

164. Franklin, Jerome L. Organization development: An annotated bibliography. Ann Arbor: Center for Research on the Utilization of Scientific Knowledge, 1973.

Includes theoretical statements, empirical analyses, conceptual formulations, case studies, and descriptions of techniques commonly used in organization change efforts.

165. Franklin, Jerome L. Down the organization: Influence processes across levels of hierarchy. Administrative Science Quarterly, 1975, 20(2), 153-164.

In the between-time analyses, ... all four subordinate-level factors are best predicted by the same superior-level factor; that is, group process.... the best predictions result from the between-time analyses.... If this period of slightly greater than a year provides a reasonable estimate of the required lag period for significant change to move down one level in a hierarchy, it is clear why major changes in management systems of organizations have been estimated to require several years to really take effect. This would be especially true for development efforts with interventions impinging primarily upon restricted areas at the top of the organization (p. 161).

166. Franklin, Paula and Richard Franklin. Tomorrow's track. Columbia, Maryland: New Community Press, 1976.

Using a graphic case study approach, the authors examine how a state university extension system experimented with new ways to aid citizens and helping professionals learn to solve their organizational and community problems. In doing so, the book probes three major themes: (1) training change agents to be more effective in improving group and community life; (2) the effect of social intervention undertaken by these change agents; and (3) the conflict dynamics created within the institution sponsoring these new approaches to community development. -- Publisher's blurb

167. French, Wendell L. and C. H. Bell. Organization development. Englewood Cliffs, New Jersey: Prentice-Hall, 1973.

A sound introductory text.

168. Friedlander, Frank. A comparative study of consulting processes and group development. Journal of Applied Behavioral Science, 1968, 4, 377-399.

"... the quality of integrated prework and postwork processes surrounding the laboratory is a far more potent determiner of developmental impact than are variations in trainer role and behavior or differences in climate and content of laboratory training sessions" (p. 395).

169. Friedlander, Frank. The primacy of trust as a facilitator of further group accomplishment. Journal of Applied Behavioral Science, 1970, 6, 387-400.

Initial intragroup trust was a better predictor of subsequent perceptions of group effectiveness and the worth of the group meetings than the initial ratings on the same dimensions. But intragroup trust itself was not increased by the training except when pre- and postwork with the consultant occurred. -- Friedlander and Brown (1974, p. 329).

170. Friedlander, Frank. Emergent and contemporary life styles: An intergenerational issue. Human Relations, 1975, 28(4), 329-347.

The life style pattern of youth as indicated in this study clearly reflects (1) a low trust in guidance from higher authority -- law and order, precedent, those in a position of higher responsibility; (2) a low need for defining personal fulfillment as moving upward in accordance with the traditional meaning of success, advancement and reward; (3) a strong preference and value for self guidance, self exploration, self discovery based upon freedom to experience a variety of feelings and events.

Other authors have noted that in youth there is a general distrust of involvement with conventional institutional roles and a desire to avoid institutional careers. ... Compared to college students in the late 1950's and early 1960's, recent college students show increased negativism toward authority figures in organizations, toward assuming managerial role prescriptions in large bureaucracies, toward accepting administrative responsibilities, toward competitive motivation and toward assuming masculine roles.... (p. 344)

171. Friedlander, Frank and L. Dave Brown. Organization development. In Mark R. Rosensweig and Lyman W. Porter (Eds.), Annual Review of Psychology (Vol. 25). Palo Alto, California: Annual Reviews, 1974. Pp. 313-341.

A well-balanced review of the present state of research and practice. "First, OD is not a short-term process; on the contrary, these [especially effective] cases took years to bear fruit. Second, it is important to have the support and active involvement of top management in the project; without that support it is difficult to gain commitment from lower levels. Third, in these projects interventions were made at several levels of the organizational hierarchy; support of top management by itself is not a sufficient condition for success. Finally, unambiguous evaluation of OD interventions is exceedingly difficult to arrange even with professional researchers involved as in these cases" (p. 333). Includes a few mentions of OD in schools.

172. Fuller, Frances F. and Brad A. Manning. Self-confrontation reviewed: A conceptualization for video playback in teacher education. Review of Educational Research, 1973, 43(4), 469-528.

Practitioners have good reasons for their optimism about self-confrontation, and researchers have good grounds for skepticism. Video playback may be resolving practitioners' most pressing problems -- motivating client-students for treatment and putting responsiblity for learning into the learner's own hands.... On the other hand, the cautions of empiricists are certainly warranted. They see a powerful tool, whose nature and effects are little understood, cutting a wide swath and perhaps destroying the wheat with the chaff. In short, self-confrontation... is a novel, powerful source of information about those aspects of the self which are perceived by others but not by the self. Its peculiar value lies in its ability to communicate.... It is possible that the true potential of this treatment has never been completely tapped because immediate effects are so powerful that the helper senses the potential for harm and either tries to protect the person from its impact by a task orientation (as in microteaching), or else fails to follow through to the in vivo situation (as in psychotherapy). -- p. 511.

173. Gage, N. L., P. J. Runkel, and B. B. Chatterjee. Changing teacher behavior through feedback from pupils: An application of equilibrium theory. In W. W. Charters, Jr. and N. L. Gage (Eds.), Readings in the social psychology of education. Boston: Allyn and Bacon, 1963; pp. 173-180. Reprinted in M. Argyle (Ed.), Social encounters: Readings in social interaction; pp. 371-382.

Fifth-grade students filled out questionnaires telling the extent to which they saw their teachers performing certain visible actions, and another telling the degree to which they would like teachers to perform these actions. Summaries of the responses were given to the teachers. Later ratings by the students showed a relative trend of changed action on the part of teachers given this feedback toward the wishes of the students, compared to teachers not given feedback.

For similar studies, see Burns (1977), Daw and Gage (1967), Hovenier (1966), Margaret Nelson (1972), and Tuckman (1969).

174. Gardner, John. Self-renewal: The individual and the innovative society. New York: Harper and Row, 1963.

A lucid and powerful essay advocating "The Ever-Renewing System" and "Educating for Renewal." -- Michael Marien (1971).

175. Gentry, Joe E. and J. Foster Watkins. Organizational training for improving race relations. In C. B. Derr (Ed.), Organizational development in urban school systems. (No. 14 of the Sage Contemporary Social Science Issues) Beverly Hills, California: Sage Publications, Inc., 1974. Pp. 138-152.

Story of a previously all-black elementary school near Auburn, Alabama that converted to mixed black and white during 1970-71. A training design was used similar to that used by Schmuck and Runkel (1970). The authors conclude that "(1) the organizational training workshop had a meaningful, immediate, short-range impact on the principal and the staff of the experimental school.... (2) the organizational training workshop had a differential effect on the principal and the staff over the course of the school year immediately following the training.... (3) one year was not a sufficient period of time for organizational training to be transferred completely into meaningful organizational development results.... (4) the key role of the principal in the American public school and its organizational development has been reemphasized by the current study.

176. Gintis, Herbert. Toward a political economy of education: A radical critique of Ivan Illich's "Deschooling Society." Harvard Educational Review, 1972, 42(1), 70-96. Reprinted in This Magazine is About Schools, 1972, 6(1), 117-145.

Gintis rejects Illich's thesis which says the present character of schooling stems from the economy's need to shape capitalistic consumer wants. According to Gintis, educational change must embrace a transformation mechanism of power and privilege in the economic sphere. (Editor AF in Current Index to Journals in Education, 1972, p. 443)

177. Glaser, Edward M. Consultation in institutions for child development. Journal of Applied Behavioral Science, 1977, 13(1), 89-109.

... when an organization becomes involved in critical self-examination of its goals, opportunities, modus operandi and problems, its own staff tends not only to seek new ways of improving performance but in that process a climate is created which makes for readiness or openness to consider seemingly relevant R&D findings or innovations developed by others. Observations from the present study would suggest an important modification or condition to the above generalization, namely that this is likely to hold true only when (a) the climate for critical self-examination is hospitable, encouraging, and rewarding; (b) there is relative freedom from serious, pervasive internal power struggles or animosities among key staff; and (c) there is sustained commitment, monitoring, follow-through, and positive reinforcement for such a procedure by consensually accepted proper authority figures in the given situation (p. 101).

[Child care] institutions that develop seemingly exemplary programs and achieve relatively superior outcomes tend to have a quality of leadership that in one way or another sparks drive and shared commitment by organizational members to bring about effective mission performance that is focused on providing a superior service or product or outcomes for its clients... (p. 102)

... organizations most likely to profit from consultation are those that have: (1) learning readiness; (2) a felt need for improvement, in the sense of feeling creative discontent and wanting to improve; (3) freedom from excessive internal power struggles, divisiveness, hostilities, or other types of disharmony or anxieties (p. 105).

Personality and temperament differences among the consultants, also the varying conditions in which they found themselves, seemed to have played a larger part in their behavior than their theoretical orientations (p. 105).

Also included in the article are statements of six ways to assess organizational effectiveness and five suggestions that could enhance effective consultation.

178. Glaser, Edward M. and Samuel H. Taylor. Factors influencing the success of applied research. American Psychologist, 1973, 28(2), 139-146.

Five successful and five less successful applied research projects ... were studied in depth through the life cycle of the project development in six stages: idea, design, funding, research, development and dissemination of findings, utilization. Effort was made to identify factors which enhance or inhibit effective conduct of a project, and the achievement of project objectives including production of clear, cogent, useful results which are adequately disseminated to potential users. Particularly significant are recommendations providing concrete suggestions for planning/development of research projects so as to maximize utilization potential. Suggestions include (for example) high communication awareness and involvement with relevant persons and groups (such as potential users) within and outside the immediate research environment, beginning with the inception of the project; importance of having as principal investigator the person who designed the project -- and having him on the project full time, if feasible; workshops and institutes concerning the project findings which are keyed to service setting; deliberate planning for systematic dissemination of findings. -- NIMH (1971).

Authors studied ten projects conducted by the Applied Research Branch of NIMH, five rated very high in scientific quality and impact on practice, and five rated low. Article gives characteristics distinguishing the high from the low. "Anyone engaged in applied research within or in cooperation with an agency ... is of necessity thrown into a position of administrative responsibility .... Therefore, it is incumbent upon the researcher to understand and use appropriate organization and management theory and practice in relations with the agency ...." (p. 146).

Control over own fate (power) looms strong in the study by Glaser and Taylor. For other writings on satisfaction of motives in the work place, see the cross-references under Argyris (1973).

179. Glassman, Robert B. Persistence and loose coupling in living systems. Behavioral Science, 1973, 18(2), 83-98.

Though this article was not written with schools particularly in mind, it has implications for designing feedback loops among students, teachers, administration, and community.

Loose coupling, or low interdependence, between systems or subsystems enables one to continue a routine despite (limited) changes of input from one to the other. For example, the politician has time before the next election to make himself attractive, and can therefore do a few unattractive things. This article does not discuss schools, but we can interpret it to caution us not to shorten feedback loops too severely. Perhaps the feedback cycle from student to teacher or from parent to teacher should be very short, ranging from a minute to a week. Perhaps the lag of feedback to the management of the school or district should range from a month to a year. Perhaps the lag in the connection between school and community might range from a year to three years. All of these periods are surely shorter than typical lags at present -- as typified by the parent who says, "I don't want my boy to be treated the way I was in school!"

180. Goering, John M. and Marvin Cummins. Intervention research and the survey process. Journal of Social Issues, 1970, 26(4), 49-56.

This paper attempts to outlin[illegible]ome of the factors underlying success or failure in the conduct of survey research in the ghetto. A successful survey conducted in St. Louis during the summer of 1968 provoked consideration of the shifting role of technical principles in survey research. The recommendation that poverty is an appropriate and necessary object for intervention research conjoins with the necessity for abandoning the value of neutrality of scienticism. The transition then is to a more positive commitment to the planned deliberate change to an equal distribution of resources in the ghetto. The underlying principles of these modifications and commitments are the basis for new proposals for the conduct of survey research.

181. Golembiewski, Robert T. Personality and organization structure: Staff models and behavioral patterns. Academy of Management Journal, 1966, 9(3), 217-232.

Homogeneity of personality within an organization seems to be promoted by the traditional line-staff model of organization. When personalities are shaped to meet the demands of the organization, the author suggests that "... both the individual and organization pay a price when man is bent in ways he has not grown." The writer reports on data drawn from a number of pilot studies aimed at comparing the traditional line-staff organization to an alternative structure of line-staff relationships which he calls the Colleague model. Particular attention is given to a comparison of each approach in regard to its resistance to change, degree of authoritarianism, and satisfaction with the job and with line-staff relations. The author provides the reader with considerable rational in support of the methodology used thus far in preliminary studies. Although some problems have been encountered in collecting and interpreting the

data, preliminary findings support the advantage of the Colleague model as being more supportive of change, less attractive to authoritarian individuals, and apparently more satisfying from the standpoint of overall job satisfaction. (Calvin M. Frazier in Educational Administration Abstracts)

For other writings on satisfaction of motives in the work place, see the cross-references under Argyris (1973).

182. Goodlad, John I. The dynamics of educational change: Toward responsive schools. New York: McGraw-Hill, 1975.

A basic cause for the failure of change efforts in education is that each school is a natural, not a mechanical system. Consequently, a school cannot be adequately understood in terms of its isolated components and their separate operation but only as an interrelated whole. Schools will not change until the social system of the whole school is taken into account and the single school and its resources are mobilized to bring about improvement.

This volume is the synthesis of a five year research project -- the Study of Educational Change and School Improvement -- where eighteen elementary and intermediate schools' staffs were involved. Dr. Goodlad provides an important contribution to educational theory as well as a comprehensive strategy for educational change. -- Publisher's blurb.

For other reports from IDEA, see Bentzen and associates (1974), Culver and Hoban (1973), Tye and Novotney (1975), Williams and others (1974).

183. Goodlad, John I. What goes on in our schools? Educational Researcher, 1977, 6(3), 3-6.

"There is not now either a body of data on what transpires in schools ... or a tested methodology for securing these data." Goodlad goes on to review the few studies done so far. For example, one study found that teachers devoted 40 percent or more of their time to management routines and maintaining order. Another study reported that teachers spent only 30 percent of their time on academic instruction. Later in the article, Goodlad announces a large project now under way to document what goes on in schools. Goodlad also reports conclusions from the work with the League of Cooperating Schools; they match well with findings by McLaughlin (1976), Berman and McLaughlin (1975), Glaser and Taylor (1973), Hammond and Todd (1975), NIMH (1971 Bibliography).

184. Gooler, Dennis D. and Donald P. Ely. The impact of organization on curriculum change. Educational Technology, 1972, 12(10), 39-42.

What follows are some observations about the effects of organization on attempts to engage in curricular change in a department of educational technology in a major university. While there are many curriculum development efforts in higher education, there is almost no documentation of the process. This article is an attempt to highlight the steps taken by one department which decided to bring about changes through a broad involvement of students and faculty. It should be emphasized that the recollections and speculations of the authors are just that. Also, it is too early to tell just what will result from the dialogue on curriculum still taking place within the department. Given these disclaimers, we will attempt to describe some elements of organization that seem particularly relevant to curriculum change, and will discuss how those elements operated within a specific department context. Wonderings will be found more frequently than hard facts (p. 39).

185. Gordon, Thomas. Parent effectiveness training: The no-lose program for raising reponsible children. New York: Peter H. Wyden, 1970.

Non-jargon about communication skills.

186. Granovetter, Mark S. The strength of weak ties. American Journal of Sociology, 1973, 78(6), 1360-1380.

Analysis of social networks is suggested as a tool for linking micro and macro levels of sociological theory. It is argued that the degree of overlap of two individuals' friendship network varies directly with the strength of their tie to one another. Stress is laid on the cohesive power of weak ties. Emphasis on weak ties lends itself to discussion of relations between groups and to analysis of segments of social structure not easily defined in terms of primary groups. The model may help change-agents assess paradoxes within an organization, such as cohesive groups within a fragmented school district or cliques existing in a rather disorganized faculty. (author's abstract)

187. Gray, L. N. and M. H. Von Broembsen. On the generalizability of the law of effect: Social psychological measurement of group structures and process. Sociometry, 1976, 39(3), 175-183.

In this paper, the individual Law of Effect... is expanded by utilizing a comparison process to generalize the law to multi-organism interactions. Data are presented from research in the fields of psychology, social psychology and administrative science to demonstrate the wide applicability of the law. (author's abstract)

188. Greenwood, Peter W., Dale Mann, and Milbrey W. McLaughlin. Federal programs supporting educational change, Vol. III: The process of change. Santa Monica, California: Rand Corporation, R-1589/3-HEW, 1975.

Successful project implementation was found to be related to the type, not to the amount of project planning. "On-line" project planning that was an ongoing process permitting frequent reassessment of project methods and goals was found to be the most effective.

The more training given project staff, the better. Pre-service training, combined with in-service training, was found to be particularly important to projects expecting staff to implement the far-reaching changes embodied in projects such as the classroom organization projects.

The most effective training took the form of very concrete "how-to-do-it" workshops given by local personnel. Outside technical assistants were generally not effective in the training role.

Frequent, regular meetings of project personnel facilitated project implementation. They provided a forum for discussing project problems, sharing ideas, and promoting staff morale.

The local development of project materials, as opposed to the utilization of commercially prepared systems, appeared to contribute to project implementation and the amount of change achieved. Local development provided an opportunity for "learning by doing" as well as a sense of identification with project goals and more thorough understanding of precepts.

Intangible professional or psychological incentives were more effective in soliciting teacher cooperation and involvement than were more tangible incentives such as extra pay, credit on the district salary scale, and the like. Similarly, projects staffed by volunteers were more likely to be successfully implemented.

Elementary school projects were typically more successful than high school or junior high school projects.

Project success was more likely where participants formed a sufficiently large group (a "critical mass") to provide mutual support and share ideas.

District and project personnel experience with innovation generally and/or with the specific new practice to be implemented facilitated project implementation.

The existence of other innovative projects in the district sometimes detracted from the attention paid a given project and thus its chances of success.

Strong administrative support from all levels of the system appeared to be essential to successful project implementation.

A flexible administrative approach and open communication channels were typical of projects that were able to deal effectively with the unanticipated events that occurred in the course of an innovation.

Significant classroom changes were more likely to occur when staff were provided with ongoing administrative or technical help from local resource people that complemented the training or materials development phases of the project. -- from Cresap, McCormick, and Paget, Inc. Developing a framework for the dissemination of educational and R&D products. New York: Author, 1976; pp. 108-110.

189. Gross, Neal and R. E. Herriott. Staff leadership in public schools: A sociological inquiry. New York: Wiley, 1965.

Report a significant study on the efforts of elementary school principals to influence the behavior of teachers. Attempts to isolate determinants of the leadership efforts of elementary school principals. The principal as a change agent is also discussed. -- Culver and Hoban (1973, p. 253).

190. Gross, Neal, Joseph B. Giacquinta, and Marilyn Bernstein. Implementing organizational innovations. New York: Basic Books, 1971. Adapted excerpts appear in Matthew B. Miles and W. W. Charters, Jr. (Eds.), Learning in social settings. New York: Allyn and Bacon, 1970; pp. 691-705. The latter is reprinted in J. Victor Baldridge and Terrence E. Deal (Eds.), Managing change in educational organizations. Berkeley: McCutchan, 1975; pp. 409-426.

Proposes a sociological analysis of educational change and, as such, examines some of the underlying problems of moving schools from one ideological and pedagogical place to another through a systematic and intense analysis of one school's attempt to change the role of the teacher.

Reports that skills and knowledge necessary to perform a new role, when not present or attended to, promote significant blockage of change. Likewise, fuzzily conceived organizational arrangements and lack of necessary materials contribute to resistance, even where there has been initial commitment. -- Ann Lieberman and Gary A. Griffin in Teachers College Record, 1976, 77(3), pp. 416-423.

191. Gross, Neal, Ward S. Mason, and Alexander W. McEachern. Explorations in role analysis: Studies of the school superintendency role. New York: Wiley, 1958.

Explores the problems of consensus on role definition, conformity to expectations, and role conflict resolution -- central problems of role analysis. It represents the first major effort to: develop a family of role concepts that can be used in the several sciences; examine the impact of consensus on role definition on the functioning of social systems: bring role theory to bear upon the study of an occupation; study consensus on role definition empirically; and develop and test a theory of role conflict resolution.

192. Gross, Ronald and Beatrice Gross (Eds.) Radical school reform. New York: Clarion, 1969.

Contains many ideas for change in schools. Chapters 9-13 are especially helpful to those who want to increase student participation and/or develop a relevant curriculum.

193. Gump, Paul V. Intra-setting analysis: The third grade classroom as a special but instructive case. In Edwin P. Willems and Harold L. Rausch (Eds.), Naturalistic viewpoints in psychological research. New York: Holt, Rinehart, Winston, 1969. Pp. 200-270.

... our understanding of teacher effectiveness will be enhanced by paying attention to the ecology of learning, which means viewing the teacher as a manager of the learning activities, format, medium, and props of the classroom system. This assumption deemphasizes the teacher's intimate personal qualities .... the observation of intact classroom settings where they occur and in their complex, investigator-free arrays in the optimal investigation path (p. 200).

194. Hage, Jerald. An axiomatic theory of organizations. Administrative Science Quarterly, 1965, 10(3), 289-320.

The organizational variables of complexity, centralization, formalization, stratification, adaptiveness, production, efficiency and job satisfaction are defined. These variables are interrelated in seven basic propositions which are used to derive twenty-one corollaries and to define two ideal types of organizational systems. A limits proposition is suggested. The axiomatic theory, consisting of twenty-nine hypotheses, is tested against a number of research studies and receives considerable support. It appears useful in analyzing a number of organizational problems, including organizational change, centralization versus decentralization and morale. (author's abstract)

195. Hage, Jerald and Michael Aiken. Program change and organizational properties: A comparative analysis. American Journal of Sociology, 1967, 72(5), 503-519.

Empirical indicators of the organizational properties of complexity, centralization, formalization, and morale are developed and related to the rate of adoption of new programs and services in 16 social welfare organizations. Specifically, a high degree of participation in agency-wide decisions, a low degree of job codification, and a high degree of job satisfaction are found to be most highly associated with a high rate of program change. Measures of staff attitudes toward change are found to be most highly associated with a high rate of program change. Measures of staff attitudes toward change are found to be only weakly and inversely related to the rate of innovation of new programs and techniques. The relationships between organizational properties and rate of program change largely remained when size, auspices, age of organization, and function were controlled. The distinction between rate of program change and changes in decision making, job codification, and job satisfaction allows us to discuss changes within a system and changes of a system of organizational properties. (author's abstract)

For other writings on satisfaction of motives in the work place, see the cross-references under Argyris (1973)

196. Hall, Jay and Martha S. Williams. Group dynamics training and improved decision making. Journal of Applied Behavioral Science, 1970, 6, 39-67.

The authors investigated the efficacy of laboratory training in group dynamics as a technique for modifying group processes in the direction of theoretically more effective practices. They found that groups which underwent laboratory training consistently performed more effectively than untrained groups on measure of decision quality, utilization of superior resources, and creativity. -- Maguire, Temkin, and Cummings (1971).

197. Halpin, Andrew W. and Don B. Croft. The organizational climate of schools. Chicago: University of Chicago Press, 1963.

The well-known report on the development of the Organizational Climate Description Questionnaire (OCDQ).

198. Hammond, George S. and W. Murray Todd. Technical assistance and foreign policy. Science, 1975, 189(4208), 1507-1509.

Technical assistance to nations follows a process similar to that of giving assistance in schools. Hammond and Todd say, "The countries of the world simply cannot all manufacture

the same things and then try to expose them to each other." Similarly, schools cannot all strive for excellence in identical types of education and expect an interchange of ideas to take place. The discussion of technical assistance to groups or organizations within a political sphere can offer us a new way of looking at consulting among schools whose backgrounds and interests are diverse in many respects.

199. Hardy, James M. Corporate planning for nonprofit organizations. New York: Association Press, 1974.

The purpose of this book is to assist executives in developing and implementing a corporate process conceived specifically for nonprofit organizations. It is based on learnings from the management and behavioral sciences and on experience in business and nonbusiness fields. It is designed to be used, and not just referred to, which makes it invaluable in its day-to-day application to planning. -- Publisher's blurb.

In this book James M. Hardy provides a guide to planning unique in that it (1) recognizes implicitly the conditions characteristic of voluntary organizations, (2) provides a conceptual framework for integrating improvement tools and techniques, (3) is based on sound social-psychological principles, and (4) avoids over-simplifying a very complicated activity. -- From prepublication review by Paul C. Buchanan.

Contents: Designing for corporate planning, Establishing operational goals, Setting unit objectives, Integrating unit plans, Developing action steps, Budgeting, Assessing performance.

200. Harrison, Roger. Group composition models for laboratory design. Journal of Applied Behavioral Science, 1965, 1, 409-432.

Describes the ways certain emotional needs of individuals can combine with those of others in groups so as to help or hinder the work of the group. If an individual has usually guided his or her interactions with others primarily by one dimension (such as power), he or she will have difficulty acting according to another dimension (such as affiliation) unless he or she first tries acting at the other end of the dimension customarily used; that is, a person who usually tries to dominate others should first try being submissive -- then he or she would be better able to conceive how affiliation differs from dominance.

201. Harrison, Roger. Choosing the depth of organizational intervention. Journal of Applied Behavioral Science, 1970, 6(2), 181-202.

Describes five psychological depths to which an intervention can try to reach: rational assignment of tasks, direct influence on performance, direct influence on the interpersonal interactions through which work is accomplished, interpersonal emotional rearrangements, and therapy. Describes appropriate uses of these.

202. Harrison, Roger. Role negotiation: A tough-minded approach to team development. In Burke and Hornstein (Eds.), The social technology of organization development. Fairfax, Virginia: NTL Learning Resources Corporation, 1972. Pp. 84-96.

Title adequately describes content.

203. Havelock, Ronald G. The change agent's guide to innovation in education. Englewood Cliffs, New Jersey: Educational Technology Publications, 1973.

To function effectively as a change agent, the client system should be anlayzed for its norms, leaders, informal leadership, gatekeepers and elements with which the agent can most effectively work. The larger social environment also should be analyzed for its norms, quality of leadership, influential persons, and potential involvement in the change program. There are advantages and disadvantages to both the inside and outside change agent. Disadvantages of the outsider are advantages of the insider: being an unfamiliar figure, lacking inside information, being unfamiliar with the system's goals and aspirations. Advantages of the outsider are the disadvantages of the insider: having independence of movement and relationships, having a new perspective, having special skills, and having a fresh start. In the best relationships between client and change agent there is reciprocity, openness, realistic expectation, well defined structure, shared power, and minimum threat. A danger to change exists if there is a history of unresponsiveness, an attempt to use the agent as a pawn, a prior commitment by the client to a position, or an incapacity of the client. -- NIMH (1971).

Three approaches to diagnose for change are identified and purposes for diagnosis are thoroughly reviewed. Good suggestions offered to help change agents gain acceptance for the innovation and to disengage from the client.

204. Havelock, Ronald G. Resource linkage in innovative educational problem solving: Ideal vs. actual. Journal of Research and Development in Education, 1973, 6(4), 76-87.

This article reviews Havelock's theory of linkage and presents empirical findings from a national survey in which an attempt was made to assess the current status of innovation in school districts, comparing ideal and theoretical formulations with contemporary reality (p. 76).

There is little evidence that practitioners have a negative view of outside resource persons or that thay feel frustrated by lack of contact with them. The results might suggest that more vigorous outreach efforts via such mechanisms as the newly formed extension agent system are very much in order and would meet with minimal resistance (p. 87).

205. Havelock, Ronald G. and Mary C. Havelock. Training for change agents: A guide to the design of training programs in education and other fields. Ann Arbor, Michigan: Center for Research on Utilization of Scientific Knowledge, 1976 (fourth printing).

Major issues related to training in the process of change and the utilization of knowledge resources are analyzed from a number of perspectives, and alternative team and individual training models are suggested for use in different settings. The focus is training for the specialist role of process-helping change agent and resource-utilization consultant.

Separate sections explain the need for training, summarize what is known about change process, analyze training goals, and suggest fifteen principles of good training design. A model framework of eight elements is proposed and several alternative models are specified according to this framework.

206. Havelock, Ronald G. and others. Knowledge utilization and dissemination: A bibliography. Ann Arbor, Michigan: Center for Research on Utilization of Scientific Knowledge, 1972 (revised printing).

This bibliography contains an alphabetical listing of over 4,000 entries relevant to the communication and adoption of innovations, planned change, dissemination, scientific knowledge transfer, and utilization.

207. Havelock, Ronald G., Janet C. Huber, and Shaindel Zimmerman. Major works on change in education: An annotated bibliography with author and subject indices. Ann Arbor, Michigan: Center for Research on Utilization of Scientific Knowledge, Institute for Social Research, The University of Michigan, 1969.

208. Hedberg, Bo L. T., Paul C. Nystrom, and William H. Starbuck. Camping on seesaws: Prescriptions for a self-designing organization. Administrative Science Quarterly, 1976, 21(1), 41-65.

This article prescribes how an organization can be designed to meet social and technological changes and to reap advantage from them. Long-term viability maximizes in a self-designing organization, in which those who perform activities take primary responsibility for learning and for inventing new methods, and in which nonparticipant designers restrict themselves to a catalytic role. (author's abstract)

Headings: Why designers should help other people erect an organizational tent. How programs tether an organization to its environment. How to convert a crisis into a lethal tragedy and occasionally survive. How an organization can fly without flying apart. How to recognize flyable seesaws.

Contains extensive references about organization planning.

209. Hersey, Paul and Kenneth H. Blanchard. Management of organizational behavior: Utilizing human resources. (3rd ed.) Englewood Cliffs, New Jersey: Prentice-Hall, 1977.

A widely-used text using the rationale of organizational development. Includes their theory of leadership: that the appropriateness of the leader's behavior depends on the "task maturity" of the followers at any given time for any specific task.

See also Paul Hersey and Kenneth H. Blanchard. Leader effectiveness and adaptability description (LEAD). In J. W. Pfeiffer and John E. Jones (Eds.), The 1976 annual handbook for group facilitators. La Jolla, California: University Associates, 1976; pp. 87-99.

210. Hess, Fritz and Gerald Greenstein. Organizational development: An idea whose time has come. Educational Technology, 1972, 12(10), 57-59.

In this article, we have been asked to consider the applicability of organizational development to the public schools. We will also address ourselves to the general problems faced in bringing OD to the schools and the specific difficulties encountered in initiating the process in our own school district (p. 57).

211. Hickson, D. J. A convergence in organization theory. Administrative Science Quarterly, 1966, 11, 224-237.

Hickson finds that dozens of writers on organization structure put a great deal of attention on the specificity of role prescription. Hickson says that Weber, Taylor, and others assert that when roles in an organization show high specificity, confusion is reduced. Likert, McGregor, Argyris, and others claim that lower specificity of role prescription is more motivating than higher specificity. Bennis, Burns and Stalker, and others believe that lower specificity gives rise to more innovation. Presthus and others find lower specificity producing anxiety, and Crozier, Litwak, and others assert that lower specificity produces power conflicts.

Hickson proposes some hypotheses, including: "...if innovation is associated with low specificity, then the underlying individual creativity must not only survive conditions of anxiety and power conflict but even derive stimulation from them."

212. Hickson, D. J., C. R. Hinings, C. A. Lee, R. E. Schneck and J. M. Pennongs. A strategic contingencies theory of intraorganizational power. Administrative Science Quarterly, 1971, 16(2), 216-229.

A strategic contingencies theory of intraorganizational power is presented in which it is hypothesized that organizations, being systems of interdependent subunits, have a power distribution with its sources in the division of labor. The focus is shifted from the vertical-personalized concept of power in the literature to subunits as the units of analysis. The theory relates the power of a subunit to its coping with uncertainty, substitutability, and centrality, through the control of strategic contingencies for other dependent activities, the control resulting from a combination of these variables. Possible measures for these variables are suggested. (authors' abstract)

For other writings on satisfaction of motives in the work place, see cross-references under Argyris (1973).

213. Hilfiker, Leo R. Factors relating to the innovativeness of school systems. Journal of Educational Research, 1970, 64, 23-27.

It was found that the following independent variables were significantly related to the school system innovativeness: (1) social support provided by the principal as perceived by the professional personnel: (2) the perceived problem-solving adequacy of staff meetings; (3) satisfaction with the amount of time devoted to problem solving in staff meetings; (4) perceived powerlessness in system faculty and administrative council meetings; and (5) openness and trust as interpersonal norms of the system as perceived by professional personnel. -- Maguire, Temkin, and Cummings (1971).

Reports correlations between innovativeness and answers to the Staff Meetings Questionnaire developed by the COPED instrument committee. For the COPED project, see Goodwin Watson (1967); for further use of COPED items, see Schmuck and Runkel (1970) and Stephens (1974).

214. Hirschman, Albert O. Exit, voice, and loyalty. Cambridge: Harvard University Press, 1970.

When people are dissatisfied with an organization, they can exit, or they can use their voices to try to change things. Economists usually think only of the exit option -- quit being a customer, or if you don't like your job, find another. Politicians usually think only of the voice option -- vote, write to your congressman, etc. What are the choices for people connected with schools? See pp. 15-17.

215. Holmberg, Allan R., Mario C. Vazquez, Paul C. Doughty, J. Oscar Alers, Henry F. Dobyns, and Harold D. Lasswell. The transformation of the political, legal, and social systems of suppressed peasant societies: The Vicos case. American Behavioral Scientist, 1965, 8(7).

The Vicos project in Peru, in which a social pattern four centuries old was altered in five years or so to a modern social system. See also J. Collier and Mary Collier, An experiment in applied anthropology. Scientific American, 1957, 196 (1), 37-45.

216. Hornstein, Harvey A. Chutzpa: A critical review of the preceding papers. Education and Urban Society, 1974, 6(2), 239-248.

OD's success in other organizational contexts can become the basis of its failure in urban school systems, if there is a rigid adherence to previously useful techniques. Idiosyncracies of this organization demand adaptive innovation of OD principles.... Now, guided by principles and values of OD, attention must be given to the creation of techniques for organization fire-fighting, working with highly autonomous subunits, and dealing with power in organizations (p. 248).

217. Hornstein, Harvey A., Barbara Benedict Bunker, W. Warner Burke, Marion Gindes, and Roy J. Lewicki. Social intervention: A behavioral science approach. New York: Free Press, 1971.

In this book the authors-editors have grouped the many techniques and strategies for changing social systems into meaningful categories, such as strategies for individual change, for organization development, techno-structural strategies, data-based strategies, and violent/nonviolent action strategies. As a collection of scattered, hard-to-find papers on alternative change methods it is unsurpassed. Some were written especially for the book and the introductory chapter written by the editors for each section pulls together research and theory related to implicit psychological and sociological assumptions of the papers. Many people today, professionals of various kinds as well as laymen, are actively engaged in efforts to change some aspect of the society in which we live. Too many of them know only one approach to change or are too emotionally wedded to one way of obtaining the change they seek. It is advantageous to them and to all "change agents" to have a book like this, with its alternative strategies. -- Social Change, 1974, 4(2), p. 7.

218. House, Ernest R. (Ed.) School evaluation: The politics and process. Berkeley: McCutchan, 1973.

The major theme of the book is the political nature of evaluation. Contrary to common belief, evaluation is not the ultimate arbiter, delivered from pure objectivity and accepted as the final judgment. Evaluation is always derived from biased origins. When someone wants to defend something or to attack something, he often evaluates it. Evaluation is a motivated behavior. Likewise, the way in which the results of an evaluation are accepted depends on whether they help or hinder the

person receiving them. Evaluation is an integral part of the political processes of our society.

A second theme is that both one's administration and one's evaluation are intimately related to whether one believes that the goals of the class, school, district, state, or nation are already established or are yet to be arrived at through negotiation between groups. If one believes that the goals are already set, or that it is the prerogative of a designated group to set them, evaluation is usually taken to be a comparison of the program's goals with its outcomes to determine how well the goals were met.... More recently, the goals of the organization have been seen to be not set but constantly negotiated among different power groups.

A third theme is the relationship between decision making and evaluation: the delicate relationship between the administrator and the evaluator.... The administrator does not have time to search, nor does the organization ordinarily generate more than one new way of doing something. In fact, the image of the organization as an integrated, problem-solving mechanism, unanimous about its goals, is difficult to maintain. Seldom are hard data available, and even if there were, there are many other kinds of information to which the administrator must attend. ... Evaluation data, like other data, must compete for the administrator's attention. -- from the Prologue.

219. House, Ernest R. The politics of educational innovation. Berkeley, California: McCutchan, 1974.

Based on empirical research, this book provides a unique and provocative view of educational innovation. It deals with the total sweep of innovation -- where it originates, how it spreads among practitioners, and what its consequences are for the internal workings of the school. Particular emphasis is placed on how the internal political and social structures of the school respond to innovations and on how the school relates to larger social and insitutional networks. The book is developed on the theme that most innovation is dependent on face-to-face personal contacts and that these contacts condition the frequency and occurrence of innovation. The author argues that the political and economic structure of the school allows only certain types of activities and prohibits others. Entrepreneurship (an advocate working within the system) is required to overcome the rigid internal structure if an innovation is to succeed. This results in other problems, particularly stemming from those excluded. The author provides ample concrete illustrations throughout, drawing examples from two major innovations in order to enhance the continuity of the arguments. -- Publisher's blurb.

Contents: (1) The Primacy of Personal Contact. (2) The Spread of Innovations. (3) The Educational Entrepreneur. (4) The Teacher's Predicament. (5) An Illustrative Case Study of Internal Politics -- PLATO Comes to the Community College. (6) The Trauma of Technical Skill Development. (7) Sources of Innovation. (8) Government Policy toward Innovation -- The Doctrine of Transferability. (9) The Political Economy of Innovation.

220. House, Ernest R. Transferability and equity in innovation policy. Urbana, Illinois: Center for Instructional Research and Curriculum Evaluation, University of Illinois, 1975. (mimeo)

On knowledge utilization. Headings: Doctrine of transferability, micropolitics of innovation (this section contains eight recommendations), a democratic approach: negotiated innovation and the school innovation credit (this section lists 13 assumptions counter to the technocratic approach).

221. House, Ernest R. Justice in evaluation. In G. V. Glass (Ed.), Evaluation Studies Review Annual (Vol. I). Beverly Hills: Sage Publications, 1976.

Outlines the prevalent conception of justice in evaluation based on utilitarian ethics and points out the deficiencies of this scheme. Contrasts utilitarian ethics with pluralist/intuitionist approaches, and argues that justice-as-fairness seems clearly superior to the utilitarian ideas, but more nearly equal to the intuitive theory.

Justice-as-fairness is strong, explicit, deep in philosophic justification, and congruent with every rational person being free to pursue his own plural goals, subject to being fair to others as morally equal beings. It is a manifestation of democratic equality (p. 23).

222. Hovenier, Peter Jacob. Changing the behavior of social studies department heads through the use of feedback. Doctoral dissertation, Stanford University, 1966.

This investigation was aimed at meeting the need for ways to improve the behavior of social studies department heads.... The main question was, Can the behavior of social studies department heads be changed by informing them of how their own teachers describe the behavior of their actual department head and their ideal chairman?

A secondary but important objective of the investigation was to gather data about the personal characteristics, role perceptions, and duties of social studies department heads.

The results suggest that the method of feedback of teacher ratings to social studies chairmen possesses promise. Social studies chairmen who received feedback were closer on the posttest to perceptions of an ideal chairman than were those who did not receive feedback, but this approach toward the changing of behavior needs refinement. (excerpted from the author's abstract)

For similar studies, see Burns (1977), Daw and Gage (1967), Gage, Runkel, and Chatterjee (1963), Margaret Nelson (1972), and Tuckman (1969).

223. Howard, Eugene R. and Edward A. Brainard. How school administrators make things happen. West Nyack, N.Y.: Parker, 1975.

The advice dispensed in this book is culled from actual experiences in 48 selected school systems, and [there are]... numerous case histories .... It calls for a systematic approach to needs assessment, goal setting, and achievement monitoring at all school levels. Such a program might organize and formalize sporadic improvement efforts already under way. (abstract from American School Board Journal, vol. 133, pp. 28-29)

224. Howard, Eugene R. and Monroe K. Rowland. The school-based development team as a means of fostering rational change in educational institutions. In Planning and Managing Change, 1969. (Occasional Paper No. 2 from International Learning Corporation, 440 East Las Olas Boulevard, Fort Lauderdale, Florida 33301.)

This paper has three major objectives: (1) To suggest to school administrators that rational change in a school can be facilitated through utilization of a school-based group of change agents to be called a "Development Team." (2) To describe how such a team would function, and (3) To propose a synthetic model for decision making which, if promoted for widespread use by the development team, could result in well-planned systematically implemented program improvement.

225. Howes, N. J. Change factors related to the institutionalization of the multiunit elementary school. Doctoral dissertation, Madison: University of Wisconsin, 1974.

The purpose of this study was to: (1) identify some of the variables and critical clusters of variables of change related to the institutionalization of the organizational component of the multiunit elementary school (MUS-E); and (2) begin to identify some of the elements of change implicitly involved in the successful institutionalization of educational change in general. Five descriptive organizational change questionnaires were designed and distributed to a selected national sample of over 2000 unit teachers, unit leaders, principals, district coordinators and superintendents in multiunit schools and school districts.

The change variables found to affect institutionalization were open and supportive environments, user's liking for MUS-E, user's cost-benefit decision, use of open communication channels, supportive services and resources, and flexibility of the change process.

The variables of change which directly related to the institutionalization of MUS-E were: (1) the perceived relative advantage, observability, and simplicity of MUS-E; (2) the degree to which the individual was informed, involved, and supported in the change process; (3) the way and degree to which the school organization was complex and less formalized. Three major conclusions were developed from these findings; all of them describing a model for looking at change. (author's abstract)

226. Hughes, Larry W. Organizational climate -- another dimension to the process of innovation? Educational Administration Quarterly, 1968, 4(3), 17-28.

The central office staff of 11 "highly innovative" and 13 "non-innovative" school districts were given the Organizational Climate Descriptive Questionnaire (Halpin and Croft) to determine whether the two types of districts differed in any of the eight elements of climate. Innovative districts were found to be significantly less "disengaged" and to have a significantly higher "esprit." Superintendents in these districts revealed a significantly higher score on the element "thrust." Innovative school districts exhibited a more "open" climate and expended more money per pupil than did non-innovative districts.

227. Ianni, Francis A. J. Social organization study program: An interim report. Council on Anthropology and Education Quarterly, 1974, 5(2), 1-8.

Discusses the advantages of anthropological field research techniques and describes their use in a study of three high schools.

Four factors in socialization are advanced: (1) school size, (2) the "culture of the high school," (3) structural dimensions of the high school, and (4) the rule structure of the high school.

For further comment on the anthropological method of research, see Varenne (1974).

228. Inabnit, Darrel James. Characteristics of teacher participation in decision-making functions of public-school administration: An empirical investigation of teacher participation in policy making and related factors in four Illinois public school systems. Doctoral dissertation, University of Illinois, 1954.

Teacher participation was examined as a reflection of the organizational structure of the school system and was viewed from the vantage point of a theory of organization.

[Some] conclusions of the study were: A. The amount of teacher participation in decision-making is not necessarily related to teacher satisfaction or teacher effectiveness in classroom operation.... C. The subject matter of decision, that is, the nature of the problem areas in which teachers participated, was related to (1) the amount of teacher activity in participation, (2) the extent to which teachers perceived that they were given responsibility in participation in decision-making, (3) the extent to which teachers reported that they interacted with centers of authority in the school organization, and (4) the extent to which teachers sensed that their participation influenced the final decision. (pp. 144-146)

229. Iscoe, Ira. Community psychology and the competent community. American Psychologist, 1974, 29(8), 607-613.

Some useful advice on reaching the disadvantaged community.

230. Jackson, Donald A., Gabriel DellaPiana, and Howard N. Sloane, Jr. How to establish a behavior observation system. Englewood Cliffs, New Jersey: Educational Technology, 1975.

This is a self-instructional manual intended for training teachers, teachers' aides, child-care givers, medical workers, and others who receive training in methods of establishing observational systems. It would be useful in a wide range of training situations in which a systematic approach to observing and recording human behavior is desirable. -- Leonard Krasner in Contemporary Psychology, 1976, 21(6), p. 444.

231. Jackson, Philip W. Life in classrooms. New York: Holt, Rinehart, Winston, 1968.

The book was written with one significant feature of a child's early life in mind: institutional membership. Adults spend most of their waking hours coping with the demands of institutional life, and school is where it all begins. Professor Jackson emphasizes the early years of schooling, for it is during this period that the young child comes to grips with the facts of institutional life. During these formative years the child develops adaptive strategies that will stay with him throughout the balance of his education and beyond.

The school's abrasive qualities as a social institution are considered at length. The classroom experience is emphasized, especially where conditions impose stresses and strains on both teacher and student. The impression the many hours spent in the classroom has on the individual psyche is seen as the psychological residue of classroom life.

Four unpublicized features of school life are described in detail: delay, denial, interruptions, and social distraction. There is a discussion of the evaluative climate of the classroom and the caste-like status structure governing the flow of power between teachers and students. These features comprise a "hidden curriculum" that each pupil must master if he is to make his way in school. -- Publisher's blurb.

For other writings on satisfaction of motives in the work place, see the cross-references under Argyris (1973).

For other writings on powerlessness in schools, see Bowles and Gintis (1976), DeCharms (1976), Deci (1972), Shields (1973), Silberman (1970), Whitmore (1974), Willower (1963, 1970), Willower and Jones (1963).

232. Jamieson, David W. Organizational change and development in schools: An assessment of a structural/process strategy for redesigning and developing the management system. Doctoral dissertation, University of California, Los Angeles, 1976.

A school change program called Management Responsibility Guide Process (MRG) was used in four junior high schools. Two other schools served as control groups. Before and after measures were taken; observation and interview data were collected.

The major components of MRG are: (1) the training of internal resources to facilitate the change processes, (2) the restructuring of the administrative subsystem of the school utilizing a team concept, and (3) team development activities focusing on the mission of the school, role and relationship clarification, interaction patterns and styles, and the resolution of differences through application of parts of the MRG process.

Results indicated that rules had changed and, at least, for Assistant Principals and Counselors, ambiguity was reduced. Also, changes in the level of participation were in evidence, the influence gap for AP's and counselors was seen as narrowing in conjunction with consistent increases on decision-making involvement. There were consistent improvements in meeting skills and interpersonal relationships.

Contains an extensive bibliography.

233. Jencks, Christopher A. and M. D. Brown. Effects of high schools on their students. Harvard Educational Review, 1975, 45, 273-324.

Few people doubt that there are good and bad high schools, or that high-school quality is related in some way to high-school characteristics. Yet findings from studies of high-school effectiveness have not been consistent. Using data from Project Talent, the authors show that early findings have been inconsistent because comprehensive high schools rarely have consistent effects on test scores, eventual educational attainment, or occupational status. Moreover, Jencks and Brown find few relationships between high-school characteristics and any measure of high-school effectiveness. From these findings, they argue that, at least for whites, changes in high-school characteristics like teacher experience, class size, and social composition are unlikely to change high-school effectiveness, and that holding schools accountable for one outcome is unlikely to guarantee effectiveness on another. They also argue that the equalization of high-school quality would do little to reduce inequality among young adults, and that high schools should therefore concentrate on the elimination of intramural inequities. (authors' abstract)

234. Jencks, Christopher, Marshall Smith, Henry Acland, Mary Jo Bane, David Cohen, Herbert Gintis, Barbara Heyns, and Stephan Michelson. Inequality: A reassessment of the effect of family and schooling in America. New York: Basic Books, 1972.

Following are excerpts from a symposium review in American Educational Research Journal, 1974, 11(2), 149-175.

The first review [in this issue of AERJ] covers the major foundation on which the book is constructed, human differences and inequalities. The second review deals with differences in access and utilization of educational resources..., while the third review covers differences in occupational status and income.... -- Lyle F. Schoenfeldt.

The book is really two books. The first consists of the results of the reanalysis of data gathered by others, such as the Equality of Educational Opportunity data (Coleman et al., 1966), the Project Talent data (Flanagan et al., 1962), the American Occupational Structure data (Duncan et al., 1968), and data from other studies too numerous to enumerate.... The second book is the authors' rhetoric.... a number of negative critical comments... pale into insignificance when compared to the laudable features.... It deserves to be read by all educational-behavioral scientists.... -- Lyle F. Schoenfeldt.

It is disappointing... to discover that the authors have not permitted their awareness of the frailties in the evidence to temper their conclusions sufficiently or to deter them from making sweeping generalizations about the "policy implications" of the findings.... Despite its limitations, Inequality represents a very scholarly and sophisticated treatment of the diverse literature on family background, IQ, schooling, occupational status, and income. -- Alexander W. Astin.

In the United States, inequality of educational opportunity is not the major component of inequality in the distribution of occupational status or of income .... In summary, the text of Inequality gives a rather loose interpretation of the analyses of occupational status and income in Appendix B.... [But] we expect that the thesis of Inequality -- that social inequality is far more extensive than equality of opportunity -- will gain in acceptance even as we obtain better estimates of the effects of family, ability, and schooling. -- Robert M. Hauser and Peter J. Dickinson.

235. Johnson, David W. The social psychology of education. New York: Holt, Rinehart and Winston, 1970.

Describes the contributions of social psychology to education: knowledge of social-psychological theory and research should prove helpful in understanding schools and the teaching-learning process and suggest ways of increasing their effectiveness; use of the methods of science in conjunction with the substantive knowledge of social psychology provides school people with an indispensible diagnostic and problem-solving tool. The book covers a variety of subjects relevant to the affairs of classrooms and schools, and closes with a strong chapter on planned organizational change. -- W. W. Charters, Jr. in Contemporary Psychology, 1971, 16(12).

236. Johnson, David W. Reaching out: Interpersonal effectiveness and self-actualization. Englewood Cliffs, New Jersey: Prentice-Hall, 1972.

"The material in this book can be and has been used for programs aimed at training young people to reach out and help those of their peers who are headed for personal difficulties and to alter their behavior and lives by becoming their friends.... This book is aimed at providing you with increased skills in helping your friends, showing concern, support, and affections, and in maintaining a good relationship with another person" (pp. vii-viii).

Abbreviated contents: interpersonal skills, self-disclosure, developing trust, communication skills, expressing feelings, listening and responding, accepting self and others, confrontation, modelling, interpersonal conflicts.

237. Johnson, David W. and Frank P. Johnson. Joining together: Group theory and group skills. Englewood Cliffs, New Jersey: Prentice-Hall, 1972.

Joining Together has a dual purpose: first, to develop an understanding of group dynamics and the need for effective group skills; and second, to train young people to "join together" as active group participants by applying the new resources and methods that they acquire. Encouraging the formation of the individual's own conclusions and ideas, this text is designed so that the student can be aware of changes and growth in his personal behavior. -- Publisher's blurb.

238. Johnson, David W. and Frank P. Johnson. Learning together and alone: Cooperation, competition, and individualization. Englewood Cliffs, New Jersey: Prentice-Hall, 1975.

Drawing on their years of experience in classroom teaching and their backgrounds in social psychology, the authors describe various classroom situations and goals, and discuss whether an individualistic, cooperative, or competitive structure is best for specific purposes. They clearly demonstrate how to select the appropriate goal structure, how to implement it (including many practical suggestions for classroom activities), and how to evaluate its effectiveness, both in cognitive and affective outcomes. -- Publisher's blurb.

239. Johnson, David W. and Roger T. Johnson. Instructional goal structure: Cooperative, competitive, or individualistic. Review of Educational Research, 1974, 44(2), 213-240.

Marshals evidence on effects of cooperation among students and competition (less concerning individualistic work) on cognitive and affective outcomes, prejudice, self-esteem, anxiety, and social skills. Cogently presents the deleterious effects of competition and disposes decisively of some "myths" about the benefits of competition. Discusses some conditions necessary to produce cooperative and competitive interaction among students.

240. Jones, John E. A case study of a selected elementary school under conditions of planned change. In W. W. Charters, Jr., et al., The process of planned change in the school's instructional organization. Eugene, Oregon: Center for Organizational Policy and Management (Monograph no. 25), 1973; pp. 53-65.

A case study of a selected elementary school organization under conditions of planned change. The study setting was an elementary school in a suburban school district. The elementary school staff was implementing differentiated staffing and other related new forms of organization, such as individualized instruction and modular scheduling.

... Major barriers to the change effort were ... (1) a lack of change agent leadership, (2) a lack of understanding of the planned change, (3) the implementation capacity of the participants, (4) the demands of time, and (5) the demands for new role behaviors, ... [and] (6) a [need] to participate in training activities specifically designed to overcome deficiencies that would inhibit implementation of the planned change. Further, it should be noted that: (7) preparation of structural changes (new job descriptions, titles and organizational structures) do not necessarily lead to new role behaviors needed to implement planned change, (8) adequate planning and preparation time must be allowed if planned change is to be implemented, (9) new people must receive adequate training before they are brought into the implementation setting, (10) when outside assistance is needed, it must be selected on the basis of relevancy to the staff's requirements in implementing the planned change, [and] (11) the severe overload created by implementing a planned change must be recognized by all concerned and appropriate adjustments must be made. (author's abstract)

241. Jones, John E. Bibliography and reference information on differentiated staffing. Eugene, Oregon: Center for Educational Policy and Management (Project MITT), 1975.

Contains 355 entries. An introductory section gives statistics on different sources and types of entries. Entries include texts, articles, school district reports, dissertations, and other categories.

242. Kasarda, John D. The structural implications of social system size: A three-level analysis. American Sociological Review, 1974,, 39(1), 19-28.

This study examines the structural implications of social system size on the three levels of the social system hierarchy: the institutional, the communal, and the societal. Cross-tabular and correlation analysis indicate that large size has a substantial influence on the internal organization of social systems at each level. The most pervasive effect of size is on the communicative structure of social systems. With expanding system size, disproportionately large amounts of human resources are drawn into the communicative components of institutions, communities, and societies. Professional and technical functions likewise tend to increase disproportionately, but not nearly as much as communicative functions. Comparative analysis also shows that current research findings on the negative effect of size on the managerial structure of institutions may not be generalizable to larger and more diffuse social systems. (author's abstract)

243. Katz, Daniel and R. L. Kahn. The social psychology of organizations. New York: Wiley, 1966. An abridged version of Chapter 13 is included in J. Victor Baldridge and Terrence E. Deal (Eds.), Managing change in educational organizations. Berkeley: McCutchan, 1975; pp. 35-74.

Discusses the behavior of people in organizations based on "open-system theory," which is carefully defined. In Chapter 13, seven approaches to organizational change are considered: information, individual counseling and therapy, peer-group influence, sensitivity training, group therapy, survey feedback, and direct systematic change. Very readable. -- Culver and Hoban (1973, p. 255)

244. Kauffman, Draper L., Jr. Teaching the future: A guide to future-oriented education. Palm Springs (Dept. 1627-A CA 92262): ETC Publications, 1976.

In his concept of a future-oriented curriculum, Kauffman offers a throughly plausible design centered around six broad areas of student competence -- researching information, thinking clearly, communicating effectively, understanding the environment and society and developing personal competence. Each is broken down into learning objectives that are devised to get students into the habit of looking ahead, anticipating outcomes, predicting possibilities and evaluating their alternatives .... [A] large section of the book is devoted to curriculum planning, materials, teaching techniques and procedures. Included is an extensive, innovative collection of individual, small-group and whole-class activities .... -- Dorothy Needham in Teacher, vol. 94, p. 84.

245. Kelly, James G. Naturalistic observations in contrasting social environments. In Edwin P. Willems and Harold L. Rausch (Eds.), Naturalistic viewpoints in psychological research. New York: Holt, Rinehart & Winston, Inc., 1969. Pp. 183-199.

The focus of this research has been upon adaptive behavior by persons in different social settings. The theoretical goal is develop propositions on how individuals become effective and survive in varied social environments.... The study of natural environments and how persons with different coping preferences interact with them [is to be described] (p. 183).

... in the work with two contrasting high school environments, students in a school with a high rate of exchange of students seemed almost oblivious, even indifferent, to being observed, while students in a second school ... appeared to suppress public behavior, to become more covert ... in their expressiveness .... (p. 185).

I predicted that in an environment with rapid pupil turnover there would be ... a dominant value for personal development, in other words, an individual's functional competence would be primary for societal membership. In the constant environment ..., a monolithic society ... was predicted to arise. The primary ethos here would be for members of the community to locate themselves rather than to develop (p. 188).

246. Kelly, James G. Qualities for the community psychologist. American Psychologist, 1971, 26(10), 897-903.

The thesis for these comments has been ecological and affirms that the community psychologist survives as he does good works in different settings and copes with diverse persons and real issues. The seven qualities presented are suggestions for redefining the behavior for the community psychologist and for revising our methods of training. It is proposed that the hallmarks for community psychology are met when the locale is the primary source both for the energies and the work of the community psychologist (p. 903).

247. Kepner, Charles H. and Benjamin B. Tregoe. The rational manager: A systematic approach to problem solving and decision making. New York: McGraw-Hill, 1965.

The authors list seven steps of problem analysis and seven concepts of decision making. They clearly separate their ideas from methods labeled "creative problem solving" and describe a "process of rational problem analysis and decision making." [Kepner and Tregoe describe] the essential differences between the concepts of problem analysis and the concepts of decision making. Thus, problem analysis involves sharp observation, analysis, and specific comparisons -- all aimed at finding cause; whereas decision making involves stating clear objectives, and carefully evaluating alternatives -- all aimed at taking action.

The definitions of problem and decision in this text are made very explicit. A "problem" is always a deviation from some standard or norm of desired performance. A "decision" is always a choice between various ways of getting a particular thing done or end accomplished. It should also be made clear that a problem exists only when one or more persons think that a deviation from a desired performance should be corrected and are concerned enough to look for its cause, or think that the performance should be changed in order to meet a different standard. Obviously, if there is some departure from desired performance and this is of no concern to anybody, then no problem exists (pp. 51 and 52).

248. Keutzer, Carolin S., Fred R. Fosmire, Richard Diller, and Mary Dell Smith. Laboratory training in a new social system: Evaluation of consulting relationship with a high school faculty. Journal of Applied Behavioral Science, 1971, 7(4), 493-501.

An account of "start up" training for the staff of a new high school. In comparison with a control school, the experimental staff showed increases in predicted candor, acceptance of overt conflict, and student perceptions of favorable conditions in the school (such as whether teachers make students feel like children). Impressions from direct observation supported questionnaire data. Some unfavorable concommitants are described.

249. Kimbrough, Ralph B. Power structures and educational change. In Edgar L. Morphet and Charles O. Ryan (Eds.), Planning and effecting needed changes in education. Denver: Third Area Conference on Designing Education for the Future, 1967. Pp. 115-136.

Explains the role and importance of power structures in the process of planned change.

The focus of this paper is not on how educators are influenced by power wielders, but rather on how those interested in improving education can influence power structures in making purposeful change .... Educators must recognize at the outset that leadership for educational change involves political leadership (p. 115).

See also the author's book, Political Power and Educational Decision-Making, Chicago: Rand McNally, 1964. -- Culver and Hoban (1973, p. 256).

250. King, Nathan. Clarification and evaluation of the two-factor theory of job satisfaction. Psychological Bulletin, 1970, 74(1), 18-31.

Because the two-factor theory of job satisfaction has not been explicitly stated by its proponents, various researchers have explicitly or implicitly denoted different "theories" as the two-factor theory. Five distinct versions of the two-factor theory are explicated and evaluated. It is concluded that (a) two of these versions are invalid, as they are not supported by any empirical studies; (b) another version is invalid, as its alleged empirical support merely reflects experimenter coding biases; and (c) the validities of the remaining two versions are, at present, indeterminate, as they have not been adequately tested in studies where defensive biases inherent in certain self-report measures are eliminated. These conclusions are discussed in terms of the principle of multiple operationalism, and a method of testing the two indeterminate versions is suggested. (Author's abstract)

See also Schneider and Locke (1971) and Waters and Waters (1972).

251. Klausmeier, Herbert J., Mary R. Quilling, and Juanita S. Sorenson. The development and evaluation of the multiunit elementary school. Technical Report No. 158. Madison: Wisconsin Research and Development Center for Cognitive Learning, University of Wisconsin, 1971.

A system of individually guided education (IGE) has been developed at the elementary school level. The IGE system eliminates many ineffective practices that have survived throughout the past decades. The IGE system has seven components, one of which is new organizational/administrative arrangements, together called the "Multiunit Elementary School (MUS-E)."

Since 1965-1966, 164 MUS-Es have been formed and there has been continuous evaluation of the effects of IGE. The organizational/administrative specifications dealing with specialization of tasks, cooperative planning and open communication among teachers and administrators, decision making at appropriate levels in the school system, high morale and job satisfaction among teachers, non-grading and continuous progress of students, and related phenomena have been met. Higher student achievement is occurring where the curriculum component in reading has been incorporated into smooth functioning MUS-Es. Early evaluation results indicate support of the hypothesis that children in the sixth year of schooling in an IGE/MUS-E school will achieve as high as did children of the same school in seven years prior to adoption of the IGE system. (author's abstract)

252. Klausmeier, Herbert J. and Roland J. Pellegrin. The multiunit school: A differentiated staffing approach. In David S. Bushnell and Donald Rappaport (Eds.), Planned change in education: A systems approach. New York: Harcourt Brace Jovanovich, 1972.

Describes the plan for structure and functioning of the multiunit school originated by the Wisconsin R & D Center for Cognitive Learning.

253. Korman, Abraham K. Organizational achievement, aggression and creativity: Some suggestions toward an integrated theory. Organizational Behavior and Human Performance, 1971, 6, 593-613.

This paper develops the hypothesis that hierarchical structure and external control in organizations are antecedent variables leading to low achievement, low creativity, and high aggression. An intervening variable of belief systems is postulated and a consistency motivational hypothesis is suggested. Data supportive of the hypothesis is reviewed and implications are suggested.

For other writings on satisfaction of motives in the work place, see the cross-references under Argyris (1973).

254. Korman, Abraham K. Organizational behavior. Englewood Cliffs, New Jersey: Prentice-Hall, 1977.

This textbook treats industrial organizations primarily, making only rare references to schools. It is very useful when you want to compare organizational processes in schools with those in industry. The author's frequent discussion of types of tasks makes the comparisons easier. The references to research are up-to-date. Partial contents: The motivation to work; Leadership; The physical environment; Alienation, stress, and satisfaction; Entry by consultants; Change in work settings; Organizational development; Change programs.

255. Kreitlow, Burton W. Evaluating the influence of change agent teams on the order of change processes of school systems: A test of the model for educational improvement. Technical Report No. 214. Madison: Wisconsin Research and Development Center for Cognitive Learning, University of Wisconsin, 1972.

... the investigation deals with school systems using change agent teams as a vehicle for educational improvement and compares them to other school systems without such teams.

Four propositions are examined regarding systems with and without change agent teams. These propositions [deal] with (a) perception of the stages of the adoption process, (b) emphasis placed on these stages, (c) distribution of responsibility in the adoption process, and (d) influence exercised by key groups in the adoption process.

Findings revealed little evidence that the presence of change agent teams made and difference in perception, emphasis, responsibility, or influence in relation to the improvement process in a school system. Of special concern was the ancillary finding that school staffs have limited knowledge of the process of adoption in their own school system. This was identified as the "level of ignorance" and showed that from 32% to 73% of the staff knew little of the process by which a major innovation was adopted in their own school system. (author's abstract)

256. Kuhn, Alfred. The logic of social systems. San Francisco: Jossey-Bass, 1974.

Ten years in the writing [this book] contains nearly a thousand propositions about individual and social behavior. Alfred Kuhn deduces these propositions from two interrelated models -- a human model concerning knowing, wanting, and doing (cognitive, affective, and motor processes); and an interpersonal or group model involving transfers of information (communications), transfers of valued things (transactions), and processes for carrying out joint activity (organizations). He presents the non-mathematical definitions and assumptions

of each model, precisely defining a large number of social science concepts -- including government, power, freedom, culture, socialization, class, status, rationality, market, and costs and benefits -- in terms of a small set of basic concepts. In addition, he explores the implications of his approach for human ecology, anthropology, human geography, and history, and ties together, in one analytic whole, both psychological and social analysis. The author believes that the limited number of basic concepts in this book are more efficient, more useful to research, and more directly related to reality than those currently in use and that the theory he presents is a logical approach to a unified social science. -- Publisher's blurb

257. Kurland, N. D. and R. I. Miller. Selected and annotated bibliography on the processes of change. Albany, New York: Center on Innovation, New York State Education Department, 1966.

258. Lammers, C. J. Power and participation in decision-making in formal organizations. The American Journal of Sociology, 1967, 73(2), 201-216.

The notion that influence (power) is not a fixed amount at the disposal of an organization but rather a potentially expanding resource is developed in two directions. First, it is argued that "power raises" for lower-level participants and their effects on the total amount of power available to managers and managed are comparable to wage raises and their effects as described by modern economists. Second, a review of some European research, most of it relating to indirect participation (joint consultation), leads to the conclusion that the theorem of expanding power (and, therefore, of relativity of the conflict of power interests) serves as an explanatory scheme for these forms of participation as well as for the forms of direct participation on which most U. S. research is focused.

For other writings on satisfaction of motives in the work place, see the cross-references under Argyris (1973).

259. Langmeyer, Daniel. An exploratory study of group effectiveness using two tasks and three populations differing in organizational history. Doctoral dissertation, University of Oregon, 1968.

The experiment was designed as a 3 x 2 x 2 factorial with populations, tasks, and order of presentation as the factors. Each work group contained three subjects from one of three populations: ad hoc college, established college, and established field. Established groups had previous experience working together in either a social psychology class or on a school faculty. Ad hoc groups were drawn from a lecture section of social psychology. The tasks used were a peg and card task.

Established field groups took more time with the work task (card) than the other populations. Established college groups rated other group members as more responsive to questions and rated themselves as feeling less left out than other populations.

Satisfaction with method was associated with more organization and sharing of decision making for peg and card tasks. For established college groups, satisfaction with scores was generally uncorrelated with actual production scores (but positively correlated for the other populations) and the more dominance on the peg task, the more satisfaction with scores and method (the reverse being true for the other populations). The correlations between satisfaction and other variables indicate that established college groups were more sensitive to the interpersonal structure of the work group rather than production outcomes. (author's abstract)

260. Langmeyer, Daniel, Leonard Lansky, and W. Brendan Reddy. Organizational training in subsystems of a midwest school district, in William Claiborn and Robert Cohen's School intervention. (Vol. 1) New York: Behavioral Publications, 1973. Pp. 191-205.

Describes the organizational training offered two schools in a district in order to make communication patterns more functional and to introduce the management of change strategies.

The assessment at the end of a year and a half seemed to show improvement in communication skills and more efficient meetings, but participants expressed disappointment that more problems had not been solved.

261. Laszlo, Ervin. The systems view of the world. New York: George Braziller, 1972.

This book is the first to present "the systems view of the world" in non-technical language. In its three sections, it contrasts the systems approach with the outmoded atomistic conception of the world, surveys and spells out the contemporary systems philosphy of nature, and focuses the searchlight of systems concepts on our understanding of man and his current crises. -- Publisher's blurb.

262. Laszlo, C. A., M. D. Levine and J. H. Milsum. A general systems framework for social systems. Behavioral Science, 1974, 19(2), 79-92.

There remain major difficulties caused by the lack of data on which evaluations of societal functions can be based and the limitations of existing system methodologies to deal with the

full range of complexity in societal systems. In this paper the relationship between general systems theory and social systems is explored, including an introduction to the general system characteristics which seem basic to social systems. Emphasis is placed on the discussion of social indicators and social accounts in the system theoretic context, and the adaptability of system and control concepts to the social environment. (authors' abstract)

263. Lawrence, Paul R. and J. W. Lorsch. Developing organizations: Diagnosis and action. Reading, Massachusetts: Addison-Wesley, 1969.

An organization is defined as the coordination of different activities of individual contributors to carry out planned transactions with the environment. With regard to organization development, the authors focus on three critical interfaces: (1) the organization-environment interface, (2) the group-group interface, and (3) the individual-organization interface. The differentiation and integration model, which provides a set of concepts which enable an understanding of what characteristics an organization must have to be effective in a particular set of environmental circumstances, is used along with behavioral science tools and concepts to provide a way of understanding possible solutions to problems at the three critical interfaces. This forms a basis for the author's model of organization development, which consists of the following four stages: (1) diagnosis, (2) action planning, (3) implementation, and (4) evaluation. -- Maguire, Temkin, and Cummings (1971).

264. Lehman, Linda. Organizational change and the teacher. Educational Technology, 1972, 12(10), 52-54.

Many schools and school systems are currently considering various kinds of radical change: team teaching, open classrooms, participative decision-making, parent and community involvement, curricular revision and new evaluation techniques, to mention a few. Some of them are turning to OD and other consultancy services for help. Dr. Martin Luther King Elementary School in Syracuse, New York, embarked on a curricular and organizational change program five years ago. For the first three years the staff worked with a team of OD consultants from Syracuse University. In what follows I would like to state briefly how this happened, explain the master plan for change that was originally presented, and then, from my point of view as a teacher in the school, comment on what took place and try to assess the successes and failings of the whole program (p.52).

265. Levin, Gilbert and David D. Stein. System intervention in a school-community conflict. Journal of Applied Behavioral Science, 1970, 6(3), 337-352.

During the New York City school strike of 1968, staff members of a community mental health center, along with members of a local community group, helped plan and execute a Forum in school-community relations intended to channel existing conflicts toward the long-term benefit of the community the center serves. The significance of this report stems from several factors that are not typical of applied behavioral science interventions. First, entry took place at the height of a community conflict situation, in the face of warnings from various parties to the conflict that the most constructive course was to do nothing. Second, the relationship between a community mental health center and its catchment area differs in important respects from that involved in either the external change-agent models, and thus limits action alternatives in such a crisis. Third, turnout at the Forum was strikingly high and quite representative of the community population. Fourth, the design of the Forum itself is of interest, since it altered successfully some of the chaotic aspects of the typical public meeting, (author's abstract)

266. Levine, Donald M., C. Brooklyn Derr, and Richard P. Jungans. Educational planning with organizational development: A people-involving approach to systemic planning. Educational Technology, 1972, 12(10), 14-26.

The authors feel that PPBS planners often neglect vital human problems and offers a technique for interweaving PPBS and the development of human potential within an organization. This technique includes allowing each person to participate in the planning process insofar as his own function will be affected, planning for a degree of independence for subordinates, and encouraging rational risk-taking. This is done by so structuring the planning and rewards processes that trust, agreement with organizational goals and two-way communication are built into the system. A detailed five-phase outline of such a program is presented. -- Maguire, Temkin, and Cummings (1971).

267. Lieberman, Morton A., Irvin D. Yalom, and Matthew B. Miles. Encounter groups: First facts. New York: Basic Books, 1973.

Reports studies of outcomes of 17 encounter groups containing students at Stanford. Reports effects of different styles of group leaderships, both as to helpfulness and "psychological injury." Supportive leaders were more helpful than charismatic or more challenging leaders.

For a demurral, see William C. Schutz. Not encounter and certainly not facts. In J. W. Pfeiffer and John E. Jones (Eds.), The 1974 annual handbook for group facilitators. La Jolla: University Associates, 1974; pp. 279-285.

268. Lighthall, F. F. Multiple realities and organizational nonsolutions: An essay on "Anatomy of Educational Innovation." School Review, 1973, 81(2), 255-293.

... this study reveals in detail and on the hoof a kind of leadership that has widespread acceptance and is in abundant evidence among those in power--in schools, yes, but also in governments, businesses, and families. It is a concept of leadership that holds as legitimate the leader's manipulation of his subordinates (not necessarily followers), influencing them to do things in a way and at a time that he believes they would want if only they knew what he knows. This concept of leadership has kinship with a concept of authority that Francis Schrag points out is tenable between parents and children. Smith and Keith's book reveals what happens to cooperation among mature humans when some of them, under the guise of being leaders, arrogate to themselves the authority and role of parents over others who are not their (or anyone else's) children. The study is an examination of the denial of multiple realities and of the repeated acting out of the synecdochical fantasy among those in power that their world is the world. Smith and Keith supply abundant data in support of the hypothesis (mine, not theirs) that positional power, unsupported by authentic and relevant communication, exercises a regressive influence (in the Piagetian sense) on the person holding the position: he becomes more egocentric in his view of the world into which he intervenes with power (pp. 255-256).

269. Likert, Rensis and Jane Gibson Likert. New ways of managing conflict. New York: McGraw-Hill, 1976.

Relevant to business, government, education, community groups, etc., the System 4 leadership and interaction principles and their effective application can replace "win-lose" problem solving with "win-win" results. Clear-cut methods for applying these principles are presented in conjunction with measuring instruments for assessing how effectively the basic principles are used and to what extent conflict is being resolved. Also included is a discussion of power that outlines methods of its mobilization toward a constructive resolution of conflict.

Following this detailed strategy, several chapters focus on specific applications of the System 4 approach to diversified organizations. -- Publisher's blurb

270. Lippitt, Peggy, Jeffrey W. Eiseman, and Ronald Lippitt. The cross-age helping package. Ann Arbor, Michigan: Center for Research on Utilization of Scientific Knowledge, 1969.

Contents: (1) A book which includes orientation to the idea of Cross-Age Helping, inservice training for a staff team, and training sessions for older children who will act as helpers. (2) A filmstrip (20 minutes) with a script and recorded sound track gives an overview of one Cross-Age design. (3) A record (2 sides, 18 bands, 25 minutes overall playing time) can be used as auxiliary material for inservice staff team training and for the training sessions designed to help older children relate constructively to younger ones. (4) The total price of the package is $60 which includes the opportunity for a pre-arranged telephone conversation with a consultant or a taped response to your questions about the program which can be played for a group.

271. Lippitt, Ronald, Robert Fox, and Richard Schmuck. Innovating classroom practices to support achievement motivation and ego development. In Eli M. Bower and William G. Hollister (Eds.), Behavioral Science Frontiers in Education. New York: Wiley, 1967. Pp. 322-334.

An experiment to test ways of (1) enhancing the affective integration in the pupil of a positive feeling about himself and others and of (2) increasing the cognitive skills and coping mechanisms of the pupil.

272. Lisser, Stanley. Desegregating the schools of Harrisburg. Urban Review, 1971, 5(1).

An example of problem solving between school and community. The author offers seven pre-requisites for working together on a problem -- in this case, de facto segregation: (1) The local school board and the central professional staff must unite in leadership; the planning must be used to improve the quality of the educational program; (2) the action taken should arise from commitment to principle, rather than reluctant compliance with state guidelines; (3) vigorous leadership must be exhibited by embedding supra-systems (e.g. state departments); (4) financial persuasion must match the commitment to principle; (5) the planning process must include all segments of the community concerned; members of the community must act not merely in an advisory capacity, but in continuing working roles; (6) the planning group should establish guidelines that will enable them to evaluate alternative proposals; (7) programs of preparation with all segments of the community should be carried through; they should include both informational activities and training for new roles.

273. Litwak, E. Models of bureaucracy which permit conflict. American Journal of Sociology, 1961, 67(1), 177-184.

Complex organizations can be described in terms of three models --Weberian, human relations, and professional. The first is most efficient when dealing with uniform events and traditional areas of knowledge, the second when dealing with non-uniform events and interpersonal relations, while the third is ideal where organizations are split, having some segments requiring uniformity and others not. The third model covers the great bulk of organizations in comtemporary society. Therefore, one of the key theoretical problems in complex organizations is the study of structural procedures by which the conflicting forces are harnessed to organizational goals. (author's abstract)

274. Longabaugh, Richard. The structure of interpersonal behavior. Sociometry, 1966, 29(4), 441-460.

The cross-cultural replicability of factor structures obtained from small group and personality research is tested. The sample population is 134 children, observed in six diverse societies. Two factor structures show cross-cultural generality: the Carter three-factor structure of individual prominence, aiding group attainment and sociability; and the Leary two-factor formulation of power and affiliation. A typology, developed from exchange theory and resource-process analysis, is suggested as a set of elements necessary and sufficient to account for both of these structures as well as their relation to one another. It is further suggested that this typology is helpful in accounting for other factor structures obtained from the study of interpersonal behavior. (author's abstract)

275. Lorsch, J. W. and P. R. Lawrence. Studies in organizational design. Homewood, Illinois: Richard D. Irwin and Dorsey Press, 1970.

Although written about industrial organization, this book has many lessons for schools. Sets forth the principles of differentiation and integration in organizational structure and the functions of these processes in the organization's response to its environment.

276. Louis, Karen Seashore. Dissemination of information from centralized bureaucracies to local schools: The role of the linking agent. Human Relations, 1977, 30(1), 25-42.

A report on the Pilot State Dissemination Project. "Four critical variables are examined: the amount of initiative used to reach the target group, the intensity of the relationship between the field agent and the client, the degree of expertise exhibited by the agent ..., and the scope of the agent's clientele." (author's abstract)

277. Lubin, Bernard and Alice W. Lubin. Laboratory training stress compared with college examination stress. Journal of Applied Behavioral Science, 1971, 7(4), 502-507.

Authors assessed anxiety, depression, and hostility by means of an adjective check-list in seven T-groups and seven undergraduate college classes. The trend was toward higher stress to be associated with college examinations than with T-groups. References are given to other studies of stress in T-groups.

278. Luke, Robert A., Jr. (Ed.) First tango in Boston: A seminar on organization change and development. Washington, D.C.: National Training and Development Service, 1973.

Contains a number of case histories which, though taken from work in state and local governments, could suggest methods of managing OD projects in large districts or projects requiring interfacing between school and community. For some of the contents, see Coleman and Cushnie (1973), Klein (1973), and Perkins (1973).

279. Luke, Robert A., Jr. and Dorothy Mial. An emergent interuniversity consortium for educational change. Journal of Applied Behavioral Science, 1971, 7, 194-214.

As behavioral scientists take an increasingly active role in planned change efforts with schools systems, the need to develop our own skills of collaboration, resource sharing, and creating flexible work structures becomes paramount. No one individual or institution has all the necessary capabilities.

This report describes the development of an interuniversity consortium, COPED (Cooperative Project for Educational Development), designed to develop and test strategies for planned change in educational systems. To maximize the resources available to client systems, it was decided to involve five universities, each with specialized resources and interests. It was acknowledged from the beginning that considerable energy would have to be devoted to intraorganizational issues such as power and influence, membership concerns, institutional and individual needs for autonomy, and consultant-client relationships. What follows identifies the major organizational and interpersonal issues and describes how the consortium dealt with the issues of its own maintenance.

For other writings on COPED or studies using their instruments, see Schmuck & Runkel (1970), Hilfiker (1970), and Watson (1967).

280. Macbeth, Paul R. Preparing organizational specialists for a school district: Some effects of laboratory training with an organizational development project. Doctoral dissertation, University of Oregon, 1971. Condensation presented to the American Educational Research Association, 1971, under the title: Preparing organizational specialists for a school district: A study of some effects of laboratory training.

The purpose of this study was to describe and evaluate a laboratory training program for a team of organizational specialists in a school district. The team was trained to sense and diagnose organizational maladaptiveness, intervene into organizational processes, and assess the effects of interventions made. Such interventions include facilitating communication, goal clarity, and working relationships within and between subsystems in the district such as school staffs and decision making units.

Results of this study confirmed many of the findings of Miles' study. Personality factors did not relate to training outcomes directly, but did influence the way a trainee participated in the laboratory. Also, the nature of involvement and participation in the laboratory was the best predictor of learning from training. Contrary to prediction, the amount learned during training did not relate to success in the field as a specialist; organizational factors mediated between laboratory learning and effectiveness in the field. Success in actual training events was shown to be a function of a participant's initial desire to join the program, his security in the district, and his perceived power to evoke change in district groups. (author's abstract)

281. Maguire, Louis M., Sanford Temkin, and C. Peter Cummings. An annotated bibliography on administering for change. Philadelphia: Research for Better Schools, Inc., 1971.

Sixty-four among the hundreds of entries are themselves bibliographies.

282. Mann, Dale. For the record: Making change happen? Teachers College Record, 1976, 77(3), 313-322.

Presents three assumptions held by most change agents: (1) that people can be changed, (2) that people are rational, and (3) that people in education share social purposes at some lofty or abstract level, and points out that all are debatable particularly the third. "... the values of professionals and quasi-professionals in schools have not been sufficiently consensual to allow change-agent strategies, grounded in these assumptions, to work as they were supposed to work" (p. 314).

Introduces the other articles in this issue of the Record as commentary on the Rand Corporation study of federal programs supporting educational change.

283. March, James G. Model bias in social action. Review of Educational Research, 1972, 42(4), 413-429.

"The major claim to legitimacy by a social scientist is the claim ... that his speculations are good ones" (p. 413). March goes on to list some familiar speculations; that is, "myths by which we deal with other people ... by which we deal with ourselves" (p. 414). Some myths or familiar speculations discussed by March include these:

> Human beings aspire for power and direct their behavior primarily toward gaining a favorable power balance with other people.
>
> Adult human behavior is understandable in its basic forms as stemming primarily from experience of early childhood.
>
> Things are not what they seem. Human beings are guided by a number of unconscious motives that affect their behavior in subtle ways.
>
> The problems of policy making are seen as first discovering a set of acceptable social objectives, second finding a set of procedures..., and third evaluating the achievement of those prior objectives...." (pp. 414-417).

"... our cultural ideas of intelligence and our theories of choice ... share three ... ideas: ... pre-existence of purpose ... necessity of consistency ... [and] primacy of rationality" (pp. 418-419).

"... we need to find some ways of helping individuals and organizations to experiment with doing things for which they have no good reason, to be playful with their conception of themselves. ... we can treat goals as hypotheses .... intuition as real .... hypocrisy as a transition .... memory as an enemy ... [and] experience as theory" (pp. 426-427).

"If we knew more about the normative theory of acting before you think, we could say more intelligent things about the functions of management and leadership when organizations or societies do not know what they are doing. [For example:] Managers who make decisions might well view that function somewhat less as a process of deduction or a process of political negotiation, and somewhat more as a process of gently upsetting preconceptions of what the

organization is doing. [Planning] can be used as a part of the efforts of the organization to develop a new consistent theory of itself.... social experiments need not be [judged] in terms of the degree to which they have fulfilled our a priori expectations. Rather ... in terms of what we now believe to be important.... Imagination in social policy formation involves systematically adapting to and influencing preferences.... The design of organizations should [maintain] both playfulness and reason as aspects of intelligent choice" (pp. 427-428).

284. Marcum, R. Laverne. Organizational climate and the adoption of educational innovation. Logan: Utah State University, 1968. ERIC order number ED 023 158.

A study was conducted to determine those factors which inhibit or cause change to occur in a school system. Data were gathered from 1,058 teachers and administrators from thirty schools in five western states. Halpin and Crofts' Organizational Climate Description Questionnaire was adminstered to the teachers and principals of the thirty schools to determine the climate of the school. It was concluded that schools involved in innovational practices were also characterized by open climates, higher expenditure per student, younger professional staff, lower tenure in the school, and a larger number of professional staff. Also, principals in the most innovative schools perceive the climate as more open than do the teachers; however, the teachers still viewed the climate as open. Finally, younger teachers, larger number of professional staff, and the lower mean number of years at a school were associated with the open climate schools. -- Maguire, Temkin, and Cummings (1971).

285. Margulies, Newton. Organizational development in a university setting: Some problems of initiating change. Educational Technology, 1972, 12(10), 48-51.

As a framework for organizational change, OD can be viewed as a system of three related elements: the values, the process and the technology. This article focuses initially on these elements and then gives substance to them via a discussion of a situation in which an effort was made to initiate an organizational development program in a university setting.... The specific "client" organization within that university was the College of Social Sciences.... The impetus for engaging in organizational development came from one of the department chairmen, who thought that the OD process and technology held some promise for assessing and dealing with the current problems of the College of Social Sciences (p. 48).

286. Marien, Michael. Notes on the education complex as an emerging macro-system. In E. O. Attinger (Ed.), Global systems dynamics. New York: S. Karger, 1970. Pp. 225-244.

In a dynamic, knowledge-based era, new conceptual approaches are required to supplement the traditional focus on single organizations confined in spatial boundaries. Growing social complexity also necessitates transdisciplinary program overviews to aid public policy formulation. 'The Education Complex' focuses on the interaction of four components (core educating systems, peripheral programs, selected suppliers, and organized beneficiaries), and places special emphasis on system relationships to informal education and international education. The initial task of entitation entails a consideration of functional, spatial, input, and beneficiary boundaries. The resultant entity of the education complex is justified by exploring a fifth boundary -- time -- in which evidence is provided to support the view of an emerging macro-system. The suggested realities of emerging and overlapping macro-systems require certain adaptations for general systems theory: accepting a world of blurring boundaries and lagging concepts, and moving from a focus on isomorphic traits to one involving a systems spectrum. These adaptions will hopefully result in greater attention to understanding the systems most important to shaping the future human condition. (author's abstract)

287. Marien, Michael D. Alternative futures for learning: An annotated bibliography of trends, forecasts, and proposals. Syracuse, New York: Educational Policy Research Center (1206 Harrison Street, 13210), 1971.

288. Marien, Michael. Credentialism in our ignorant society. Notes on the Future of Education, 1971, 2(3), 12-15.

Tells about the troubles caused by over-reliance on credentials.

289. Maslow, Abraham H. Motivation and personality. New York: Harper and Row, 1954.

Presents his well-known hierarchy of needs: survival, security, social interaction, ego satisfaction, and self-actualization. Maslow gave an earlier statement in: A theory of human motivation. Psychological Review, 1943, 50, 370-396.

290. McCaskey, Michael B. A contingency approach to planning: Planning with goals and planning without goals, Academy of Management Journal, 1974, 17(2), 281-291.

This paper challenges conventional descriptions of planning as necessarily tied to setting specific goals. The author

describes a more intuitive planning process which proceeds by identifying arenas of activity and preferred styles of acting. The choice of planning mode is contingent upon task, organizational, and people characteristics. (author's abstract)

291. McClelland, David C. Methods of measuring human motivation. In John W. Atkinson (Ed.), Motives in fantasy, action, and society. New York: Van Nostrand, 1958. Pp. 7-42.

Describes methods of measuring needs for achievement, affiliation, and power.

For an account of later work on training for achievement motivation, see David C. McClelland and D. G. Winter. Motivating economic achievement. New York: Free Press, 1969.

For other writings on satisfaction of motives in the work place, see the cross-references under Argyris (1973).

292. McDill, Edward L. and Leo C. Rigsby. Structure and process in secondary schools: The academic impact of educational climates. Baltimore: Johns Hopkins University Press, 1973.

McDill and Rigsby are interested both in the causes and effects of social climates in secondary schools. They look at the impact of social climate on math achievement and student plans for college.... The study is of 20 high schools selected to maximize differences in social climate and educational outcomes .... They have developed a measure of social climate consisting of six independent and internally cohesive dimensions. Of these six, academic emulation -- or the extent to which a school stresses intellectual and competitive values -- is the most powerful.... Their success in relating peer group influences to achievement and aspirations is even more striking.... -- Terrence E. Deal in Contemporary Psychology, 1975, 20(2), pp. 131-132.

293. McGrath, Joseph E. (Ed.) Social and psychological factors in stress. New York: Holt, Rinehart, & Winston, Inc., 1970.

Although this book does not deal with schools, it contains many useful ideas about coping with stress in organizations.

294. McGregor, Douglas. The human side of enterprise. New York: McGraw-Hill, 1960.

Deals with policies and practices in the management of human resources in business and industrial organization, examining them in the light of current social science knowledge about human nature and behavior. Two important suppositions form the basis of this material: Theory X--The assumptions upon

which traditional organizations are based and which appear inadequate for the full utilization of human potentialities. Theory Y--The assumptions consistent with current research knowledge which could lead to higher motivation and greater realization of both individual and organizational goals. -- Stuart and Dudley (1967).

295. McGregor, Douglas. The professional manager. New York: McGraw-Hill, 1967.

McGregor wrote the most original and seminal book (The Human Side of Enterprise) on industrial psychology in the past two decades. The Professional Manager is a major step ahead of that book in linking behavioral concepts to organization behavior and showing how a Theory Y organization may be developed through appropriate managerial intervention and understanding. McGregor's book is unique because it is a personal statement about the nature of managerial leadership and how it can optimize organizational goals to individual needs. No one writing today has the empathy and understanding of psychology and the enterprise as had McGregor. -- Warren Bennis.

For a review, see Sherman Kingsbury in Administrative Science Quarterly, 1968, 12, 628-630.

296. McLaughlin, Milbrey Wallin. Implementation as mutual adaptation: Change in classroom organization. Teachers College Record, 1976, 77(3), 339-351.

Interprets data collected for the Rand Corporation Study of federal programs supporting educational change, particularly the projects involving classroom organization.

"The amorphous yet highly complex nature of classroom organization projects tends to require or dictate an adaptive implementation strategy that permits goals and methods to be reassessed, refined, and made explicit during the course of implementation, and that fosters 'learning-by-doing'" (p. 348).

"We found that all successfully implemented projects in our study went through a process of mutual adaptation to some extent" (p. 349).

"An important lesson that can be derived from the change-agent study is that unless the developmental needs of the users are addressed, and unless project methods are modified to suit the needs of the user and the institutional setting, the promises of new technologies are likely to be unfulfilled" (p. 351).

297. McMillan, Charles B. Organizational change in schools: Bedford-Stuyvesant. Journal of Applied Behavioral Science, 1975, 11(4), 437-453.

This article reports on the failure of a university-based educational change project which sought to change one junior high school in Bedford-Stuyvesant "into a school of unusual merit in the education of disadvantaged children." In their efforts at improving teaching-learning from 1966-68, the New York University Clinic for Learning planners relied on two generally accepted theories of planned organizational change: subordinate participation in relevant decision-making processes and the importance of leadership behavior as exhibited by the change agent; and two widely regarded objectives for educational reform: namely, increasing total community involvement and effecting broad social change. The author uses data from personal interviews and project literature to evaluate the ways in which the Clinic applied (and failed to apply) these theories, and uses the data further to clarify the theoretical bases of the propositions themselves in relation to OD in schools. The study concludes that organizational change theories -- if used wisely -- would be suitable for reaching the goals of improved teaching-learning sought for the schools, but would not be useful in fundamentally increasing community participation or using schools to effect social change -- goals that are obstructed by a larger political reality. (author's abstract)

298. Mechanic, David. Sources of power of lower participants in complex organizations. Administrative Science Quarterly, 1962, 7(1), 349-364.

This paper explores various factors that account for the power of secretaries, hospital attendants, prison inmates, and other lower participants within organizations. Power is seen as resulting from access to and control over persons, information, and instrumentalities. Among the variables discussed affecting power are normative definitions, perception of legitimacy, exchange, and coalitions. Personal attributes related to power include commitment, effort, interest, willingness to use power, skills, and attractiveneses. Finally, various attributes of social structure are discussed which also help to account for the power of lower participants: time spent in the organization, centrality of position, duality of power structures and replaceability of persons. (author's abstract)

For other writings on satisfaction of motives in the work place, see the cross-references under Argyris (1973).

299. Meyer, John W. and Brian Rowan. Notes on the structure of educational organizations: Revised version. Stanford University: Paper presented to the American Sociological Association, 1975. ERIC order number ED 109 768.

Evidence suggests that educational organizations lack internal coordination. This is especially true of the content and methods of what is presumably their central activity -- instruction. Such organizations are "loosely-coupled," which means that structure is disconnected from capacity, and activity is disconnected from its effects. The problem of this paper is to explain how organizations with few controls over their central activity persist so stably, and to explain how implicit coordination is achieved. Areas of needed research are pointed out. (ERIC abstract)

300. Meyer, John W. and Brian Rowan. Institutionalized organizations: Formal structure as myth and ceremony. Stanford: Stanford Center for R&D in Teaching, 1976. (mimeo)

When organizational structure is viewed as a dramatization of environmental myths, a new explanation can be made of the lack of correspondence between formal structure and actual activity, the well-known "loose coupling" characteristics of organizations.

301. Michael, Donald N. On learning to plan -- and planning to learn. San Francisco: Jossey-Bass, 1973.

Michael surveys the likely responses and resistances of people and organizations to vital change, and he describes what can be done to overcome them. He shows why radical changes in the structure of governmental and corporate organizations and in the behavior of those who work in them are now essential if we are to meet future contingencies. Further, he explores the feasibility of developing a completely new learning process based on long-range social planning and human values. On Learning to Plan -- and Planning to Learn -- by providing guidance to those concerned with increasing the human capabilities and social responsibility of organizations -- makes possible a more promising future. -- Publisher's blurb

302. Miles, Matthew B. Innovation in education: Some generalizations. In M. B. Miles (Ed.), Innovation in education. New York: Teachers College, Columbia University, 1964. Pp. 631-662.

Properties of an innovation such as outlays of time or money, ease of discard if it is unsatisfactory, built-in or supplemental implemention supports, and congruence with the potential adopting system, all influence adoption. Active innovators have contacts

with co-workers; they tend to be in positions of authority and to be creative and intelligent, but they may also be impractical or emotionally unstable; group-sponsored innovations tend to be moderate and implementation is often facilitated by creation of a temporary system. Relevant characteristics of target organizations include the strength of the forces working for stability, and cultural attitudes affecting change. Strategies for change need careful planning and should include attention to diffusion, reduction of pressures on decision-makers, and use of linkage. Two models of change are given, one starting with development of interest in an innovation and ending with a post-trail decision to adopt, adapt, or reject it; the other starting with criticism of existing programs and ending with action on decisions about the innovation. Design of innovation requires a protected environment. Diffusion is best done dispassionately and credibly. Visits to observe the operation of an innovation aid potential adopters to evaluate the innovation. During adoption, the user needs generous support. Innovators are most effective if they have preexisting contact with those who make political or financial decisions about innovation. Innovations are often kept or discarded irrationally without evaluation of their effectiveness -- NIMH (1971).

303. Miles, Matthew B. On temporary systems. In M. B. Miles (Ed.), Innovation in education. New York: Teachers College, Columbia University, 1964. Pp. 437-490.

Temporary systems can be used to bring about change in persons, groups, and organizations. Permanent systems, carrying out routine activities, find it difficult to accomplish change. Temporary systems (workshops, consultant-client relationships, etc.) are effective mechanisms for inducing change, and they can be differentiated as to function of treatment, re-education, or education. Initial characteristics of temporary systems are: they expect to terminate at a specific time or after the occurrence of some specific event; initial goal is clearly defined; personnel classes to compose the system are closely specified; participants are on a cultural island; limiting the number of members and the physical location of the system facilities goal accomplishment. Process characteristics include a narrowed time perspective and increased use of directed energy, redefined goals, participant freedom from usual role conflicts, encouragement of special communication, an increasing sense of involvement, and development of new behavioral norms and patterns. Output characteristics include continuing changes in individuals' attitudes, knowledge, and behavior, altered interpersonal relationships, and action decisions. Problems associated with temporary systems are: participants may feel overloaded and need decompression time; unattainable goals may be sought; demanding process skills may not be provided; short-term isolation may generate long-term alienation; and linkage failures between the temporary and permanent systems may nullify temporary accomplishments. -- NIMH (1971).

304. Miles, Matthew B. Planned change and organizational health: Figure and ground. In R. O. Carlson, A. Gallagher, Jr., M. B. Miles, R. J. Pellegrin and E. M. Rogers (Eds.), Change processes in the public schools. Eugene, Oregon: Center for Educational Policy and Management, 1965. Pp. 11-34.

Preoccupied with the efficacy of the innovation itself, those concerned with innovation have tended to neglect the readiness of a specific organization to absorb an innovation. Healthy organizational factors related to innovation are: system goals are clear, reasonable, and possible; inter- and intra-organizational communication is relatively distortion-free, vertically and horizontally; distribution of influence is equitable, and subordinates can influence upward; resources, especially personnel, are used effectively and no-one feels they are fighting the organization; the organization is cohesive; it is innovative and tends to diversify itself; it is autonomous; it can make adaptations when environmental demands and organization resources do not match; and it has well-developed structures for sensing and dealing with problems. Educational organizations are inherently somewhat unhealthy and suffer from goal ambiguity, lay-professional control problems, and other difficulties. Specific methods for improving organizational health are suggested, including the use of consultants to train teams in effective problem-solving, workshops to assess role expectations and performance, and meetings to review group goals.

All the suggested methods utilize self-study, relational emphasis, increased data flow, norms which function as a change agent, temporary system approach, and expert facilitation. -- NIMH (1971).

305. Miles, Matthew B. The teacher center: Educational change through teacher development. Syracuse: Syracuse University Research Corporation. Condensed in Elizabeth A. Adams, In-service education and teachers' centres. London: Pergamon Press, 1975.

A report stemming from a national conference on teacher centers, held in April 1972. It reviews and comments on the proceedings of the conference, analyzes the diffusion of the teacher center concept (developed in Britain) in the context of American teacher education developments of the past few years, and from a variety of change theory perspectives analyzes the potential of the teacher center as a strategy for American educational reform. (author's abstract)

306. Miles, Matthew B. Critique: Diffusing OD in schools. Education and Urban Society, 1976, 8(2), 242-254.

The author suggests several aspects of diffusion rates of OD in schools: (1) Direct exposure of administrators to OD learning experiences. (2) Problems of incentives. "School systems need to know with some assurance that the substantial investments of time and money involved in OD will not only make life better in some general sense, but will reduce bureaucratic costs" (p. 252). (3) Presence of practitioner advocates. "In many respects, the diffusion of a complex technology such as OD to any organization, let alone one with the innovation-retardant properties of schools, rests very centrally on the presence of a specially interested group of practitioners, with a stake in perpetuating themselves" (p. 245). (4) Quality of information available concerning OD efforts.

307. Miles, Matthew B. Thinking about how to do it: Alternative models of planning and implementation of new schools. New York: Center for Policy Research, 1976. (mimeo) (Presented to AERA, 1976)

"Underlying dimensions of planning-and-implementation models are suggested to be (1) group composition balance among experts, operators, gatekeepers, and clients, (2) approach to the future, (3) design specificity, (4) adaptiveness and reflexivity, (5) planning-implementation linkage.

"These dimensions are examined for each of the six 'classic' planning-and-implementation models, including 'muddling through,' natural development, engineering-architecture, rationalized program development, simulation, and adaptive planning."

308. Miles, Matthew B., Harvey Hornstein, D. M. Callahan, P. H. Calder, and R. S. Schiavo. The consequences of survey feedback: Theory and evaluation. In W. G. Bennis, K. D. Benne, and R. Chin (Eds.), The planning of change (2nd ed.). New York: Holt, Rinehart, and Winston, Inc., 1969. Pp. 457-467.

This article describes and evaluates an effort to use the feedback of survey research results to administrators of a school system as a way of inducing organizational change. Survey feedback is a process in which outside staff and members of the client organization collaboratively gather, analyze and interpret data that deal with various aspects of the organization's functioning and its members' work lives. Using the data as a base, corrective alteration of the organizational structure and the members' work relationships is attempted. Survey feedback has three components: (1) data are presented; (2) meetings of various groups occur; and (3) in the course of these meetings,

staff and, eventually, clients begin to analyze the process of their interaction. This hopefully leads to attention to and acceptance of the data, liking the group and its activities; clarification of clients own and others' positions; practice of new behaviors; and development of norms which support open, collaborative problem-solving. Research is presented on a survey feedback program that was developed for a small school system. The conclusion is that the survey feedback program did begin a process of change followed by regression with the net effect that no durable changes were made. -- NIMH (1971)

309. Miller, James G. Living systems: Basic concepts. Behavioral Science, 1965, 10(3), 193-237.
Living systems: Structure and process. Behavioral Science, 1965, 10(4), 337-379.
Living systems: Cross-level hypotheses. Behavioral Science, 1965, 10(4), 380-411.
Living systems: The group. Behavioral Science, 1971, 16(4), 302-398.
Living systems: The organization. Behavioral Science, 1972, 17(1), 1-182.
Living systems: The society. Behavioral Science, 1975, 20(6), 366-535.

These articles do not deal directly with schools. They contain generalizations about any kind of living system. They are useful because they make clear necessary functions and because they give us a way of seeing both similarities and differences among different kinds of organizations and other living systems. Excerpts from abstracts of the first three articles appear below.

The first issue of this journal began with an editorial which said in part: "Our present thinking -- which may alter with time -- is that a general theory will deal with structural and behavioral properties of systems. The diversity of systems is great. The molecule, the cell, the organ, the individual, the group the society are all examples of systems. Besides differing in the level of organization, systems differ in many other crucial respects. They may be living, nonliving, or mixed; material or conceptual; and so forth" .... Every year the structure and process of many sorts of systems have been analyzed in these pages. The following article and its companions in the next issue epitomize general systems behavior theory .... (editor's abstract of first article)

Salient characteristics of the subsystem and system-wide structures and processes which generally occur at all levels of living systems are considered here. The scientific literature of the mathematical, biological, and social behavorial

sciences that investigate each of these levels can be integrated and interpreted in terms of these concepts .... The approach used is designed to emphasize the unity of the phenomena of life, from cells to supranational systems. (author's abstract of second article)

... the present exposition states 165 hypotheses that may be applicable to two or more levels of living systems. Some are original with the author. Some have previously been proposed by other writers, usually as applying to systems at one level only, and often to only one type of system. These cross-level hypotheses, if supported by empirical evidence, can be very powerful in generating general theory of living systems, so long as differences among the various levels, types, and individual cases are taken into account .... (author's abstract of third article)

310. Milstein, Mike M. and James A. Belasco. Educational administration and the behavioral sciences: A systems perspective. Boston: Allyn and Bacon, 1973.

A collection of papers compiled from the point of view of general systems theory. Parts of the book are entitled: I. The language of systems; II. Inputs; III. Thruput processes; and IV. Outputs.

311. Mood, Alex M. Macro-analysis of the American educational system. Operations Research, 1969, 17, 770-784.

This paper presents a rudimentary model of the public school system as an input-output process. The inputs are students' own abilities and attitudes, parental support, peer support, quality of the school system, community support, and society's posture with respect to education. Outputs are various categories of academic achievement as well as social competence, responsibility, self confidence, creativeness, ethics, and ambition. All these factors must be measured by index numbers or simple indicators. The model is a set of regression equations relating outputs to inputs. Some implementation of the model has been made possible by means of data gathered in the U. S. Office of Education's Equality-of-Educational-Opportunity Survey. -- Maguire, Temkin, and Cummings (1971).

312. Moos, Rudolf H. Conceptualizations of human environments. American Psychologist, 1973, 28(8), 652-665.

A summary is presented of the major methods by which human environments have been assessed and characterized. Six general

types of dimensions are identified: (a) ecological dimensions, which include both geographical-meteorological and architectural-physical design variables; (b) behavior settings; (c) dimensions of organizational structure; (d) dimensions identifying the collective, personal, and/or behavioral characteristics of the inhabitants; (e) dimensions related to psychosocial characteristics and organizational climates; and (f) variables relevant to the functional or reinforcement analysis of environments. (author's abstract)

313. Morrish, Ivor. Aspects of educational change. New York: Wiley, and Sons, 1976.

Morrish presents a host of mechanisms and processes related to school change including such issues as: sources and types of innovation, agents typically involved in change, system features of schools that are related to change, social psychological characteristics of both resisters and innovators, traits and functions of innovative educational institutions, procedures for planning and implementing change, and methods of evaluating the change process. He does all of this adequately, albeit tersely, without an abundance of jargon in just 178 pages including bibliography and index.

Morrish goes on to show how "creative changes" differ from "deficit changes." ... Regretably, schools all too often innovate in response to deficit changes, and become involved all too seldom in creative changes.

[The author] offers several conceptual frameworks, grounded in considerable empirical data, for identifying different forms of institutional and social psychological opposition to creative change.... He lists 24 reasons that creative changes in schools occur so infrequently and proceed so haltingly when they do. -- Richard A. Schmuck, The Review of Education, 1977, 3(3), 216-225.

314. Murray, Donald G. Organizational development training for adopting multiunit structure: A comparative case study of two elementary schools. Doctoral dissertation, University of Oregon, 1973.

The purpose of this study was to illuminate understanding of the processes of change toward the multiunit structure or organization in two schools that received organization development (OD) training. Two years after the training, interviews taken at each school disclosed wide differences in the collaboration among staff members and the form of unitized arrangements. One became a full-fledged multiunit school, with team teaching, while

the other went back to a more traditional, self-contained organizational arrangement. Several important reasons for this difference were discovered. The faculty that fully adopted multiunit structure held goals similar to those of multiunit schools prior to the training, selected their leadership team using objective criteria, had a leadership team that provided multidirectional communication, used a problem-solving sequence to analyze the move toward multiunit, received training that followed a series of steps designed to sequentially increase organizational efficacy, and received technical consultant help that was process-oriented rather than content-oriented.

The faculty that returned to more conventional organizational forms towards the end of the project had an informal structure that resisted the training. They lacked a sense of ownership of the new structure, and they failed to find channels to provide multi-directional communication.

There were also differences in leadership styles of the principals throughout the project; the more participative management style was evidenced within the adopting school.

The most important finding was the difference between schools in the speed with which they moved into unitized arrangements. The school that started collaborative arrangements soon after the training and experienced mixed success with these structures eventually returned to a more traditional method for providing instruction. However, the adopting school moved slowly into new arrangements, increased its internal functioning, and utilized the organization development trainers in more effective ways and to a greater extent. As a result of the case studies, a suggested sequencing of organizational training prior to implementation attempts is provided, as well as a checklist for researchers and practitioners to increase their awareness of possible difficulties encountered in this kind of attempt. (author's abstract)

315. Nagle, John M. and James H. Balderson. Group problem solving: The D-A-P approach. Eugene, Oregon: Center for Educational Policy and Management, 1974.

Presents a systematic procedure for group problem solving comprising phases for generating designative information (D), appraisive information (A), and prescriptive information (P). In other words, these phases are problem identification, plan development, and implementation. The booklet gives detailed substeps within each of the major phases.

316. National Institute of Mental Health (Public Health Service, Health Services and Mental Health Administration). Planning for creative change in mental health services: A manual on research utilization. Washington, D.C.: U. S. Government Printing Office, 1971. (DHEW Publication No. HSM 71-9059)

A checklist, with brief explanations, to serve as a guide for planning and conducting planned change. Written within the context of mental health services, but easily translatable to educational projects. In fact, many of the researches backing up the recommendations were conducted with educational organizations. Includes characteristics of client and environment, techniques for instituting and stabilizing change, and methods of managing the project. Headings include producing knowledge, change consultant, facilitating change, organizational change, checklist for change, and bibliography.

317. National Institute of Mental Health (Public Health Service, Health Services and Mental Health Administration). Planning for creative change in mental health services: A distillation of principles on research utilization: Volume II -- Bibliography with annotations. Washington, D.C.: U. S. Government Printing Office, 1971. (DHEW Publication No. HSM 71-9061)

Organized according to two very useful classifications: topic (change, communication, groups, organizational development, etc.) and type (case study, demonstration, empirical study, exhortation, progress report, etc.).

318. Nelson, Jack E. Collegial supervision in multiunit schools: A study of an inservice program for primary teachers in newly formed units in schools which have received two forms of organizational development training. Doctoral dissertation, University of Oregon, 1971.

[In a project of CASEA,] two types of training [given] were Organizational Development training (OD) and Group Development training (GD). Two schools participated in OD training; all faculty members [received] a 40-hour workshop in August, 1970, along with approximately 40 hours of training [through] May, 1971. The 40-hour summer workshop for the GD schools [as well as the 40 hours during the school year] was limited to a Steering Committee of five or six persons. The central feature of this dissertation was to explore the effects of a third sort of training, termed Collegial Supervision. Teachers were taught to record objective data while observing a colleague's classroom and were instructed in effective techniques for reporting the data back to the colleague observed. This study tests whether these various combinations of training in OD, GD and Collegial Supervision differed significantly in their impact on teachers involved and their students.

Data from the OD schools supported [a predicted] norm of openness. Data from the GD schools supported [predicted clarity of] decision-making and [predicted satisfaction with] working conditions. Of six other hypotheses for the OD schools, four were in the predicted direction. Data from the GD schools indicated that three of the remaining five were in the predicted direction. Further results indicated that collegial supervision was not an effective means for improving pupil attitudes. (author's abstract)

319. Nelson, Jack E., Mitchell Schwartz, and Richard A. Schmuck. Collegial supervision: A sub-study of organization development in multiunit schools. Eugene, Oregon: Center for Educational Policy and Management, 1974. (mimeo)

Reports an experiment in aiding teachers to provide criticism and help for one another in improving their teaching. Results were mixed.

320. Nelson, Hal and Frank Giannotta. Research methodology in alternative education settings: The MET plan. Minneapolis: ARIES Corporation, 1974.

The following report has been prepared as part of the external evaluation conducted by the Minneapolis Evaluation Team (MET), ARIES Corporation, focused on the Southeast Alternatives Experimental Schools Project located in Minneapolis, Minnesota. It addresses itself to the design of the overall research program instituted in a context of comprehensive change. The report is intended to speak to a variety of audiences: educational researchers and practitioners involved in the Southeast Alternatives Program, at local, state, and national levels, as well as interested professionals in the larger research and evaluation community.

Its specific purpose is to present a detailed overview of a multi-faceted model developed by MET for undertaking the summative evaluation of a complex program of educational innovation. This description highlights the major kinds of problems which confronted MET in its early search for a meaningful and effective strategy of inquiry. It delineates options considered most and least viable in seeking solutions to such problems and presents rationales underlying MET's utilization of the methodological approach described and its key technical components. -- from the Introduction, p. xi.

321. Nelson, Margaret. Attitudes of intermediate schoolchildren toward substitute teachers who receive feedback on pupil-desired behavior. Doctoral dissertation, University of Oregon, 1972.

This study proposed to measure difference in pupil reactions to substitute teachers by systematically using pupil feedback to modify substitute teacher behavior. The hypothesis was that if two groups of substitute teachers frequently administered an attitudinal scale to intermediate grade (4-6) children, there would be more behavior modification on the part of the group that received feedback about the scale than on the part of the group that received no feedback....

Educational implications of the study lie in the test of the hypothesis -- pupils are more satisfied with the substitute teachers' behavior when the substitute teachers know both how pupils feel and how to modify their own personal behavior. On the basis of these findings, the investigator believes school districts could profitably conduct inservice training workshops for substitute teachers, using as a focus the types of behavioral items on the scale used in this study. Personnel coordinators could establish feedback loops to enable substitute teachers to benefit from evaluation available to classroom teachers. Substitute associations could modify existing handbooks to include interpersonal relationship techniques as well as district policy. Providing substitute teachers with systematic feedback should benefit all those involved in the substitute teacher experience. (excerpted from the author's abstract)

For similar studies, see Burns (1977), Daw and Gage (1967), Gage, Runkel, and Chatterjee (1963), Hovenier (1966) and Tuckman (1969).

322. Newell, Terry. Organization development in schools. American Education, 1973, 9(10), 28-32.

Reviews recent OD interventions in schools and points out variables which seem to lead to a successful OD effort. Encourages training to produce professionally competent OD specialists and creating or expanding OD networks to facilitate the sharing of ideas and resources.

323. Nielsen, H. D. and D. H. Kirk. Classroom Climates. In H. J. Walberg (Ed.), Evaluating Educational Performance, Berkeley, California: McCutchan, 1974.

The instruments available for assessing learning climates are many and varied. Some rely upon "low inference" responses -- responses that tap the directly observable phenomena of the environment. Others rely upon "high inference" responses -- responses that ask the respondent to make a judgment about the significance of the phenomena in the environment. Some are detailed, complicated schemes that are costly in

terms of time and money to administer. Others are short, simple schemes which are easy to administer. Some are difficult to replicate and have undergone very limited test validation procedures. Others are easily standardized and have undergone extensive validation procedures. Some of these instruments are general in that they assess a wide assortment of environmental variables. Others are more focused and look at only one of two components of the environment. All in all, they represent a diversity of measurement techniques and foci that provide useful information on the significant variables of the learning environment.

324. Olivero, James L. and Edward G. Buffie (Eds.) Educational manpower: From aides to differentiated staff patterns. (One of a series called "Bold New Venture.") Bloomington, Indiana: Indiana University Press, 1970.

Part I: Prologue. Part II: Auxiliary Aides. Part III: Differentiated Staff. Part IV: Federal Government. Part V. Epilogue. Especially relevant are chapter 13 on "Field testing a differentiated teaching staff" by Fenwick English and the use of "sensitivity training" in the Teacher Corps described on pp. 248-249.

325. Organizer's Manual Collective. The organizer's manual. New York: Bantam Books, 1971

We have to be good at holding meetings, negotiating with deans and bosses, writing leaflets, helping people in trouble, demonstrating and dodging tear gas, staying out of jail or getting out, using the establishment's media and political structures against the establishment, and a thousand other things. What to do, how to do it, when and where to do it, even why to do it -- this is what the Organizer's Manual is about. -- from the Preface.

Not specifically about schools (though they come in for their share). But full of lore built up during the sixties about how to challenge and make dents in the established structure of things.

326. Owens, Robert G. and Carl R. Steinhoff. Administering change in schools. Englewood Cliffs, N. J.: Prentice-Hall, 1976.

With this text, Owens and Steinhoff have made a significant contribution to a rapprochement between educational administration and applied social science. They connect the fragments and the isolated contributions to school change made over the

past two decades by social scientists and bring them together in an easy-to-follow, logical format. By so doing, they have created a very practical text for educators, while not compromising the high standards of academic social science. (from the foreword by Richard A. Schmuck)

327. Packard, John S. Changing to a multiunit school. In W. W. Charters, Jr. et al. The process of planned change in the school's instructional organization. Eugene, Oregon: Center for Educational Policy and Management, 1973; pp. 105-121. Reprinted in J. Victor Baldridge and Terrence E. Deal (Eds.), Managing change in educational organizations. Berkeley, California: McCutchan, 1975; pp. 393-408.

[There was a] lack of activity on the part of these schools which might conceivably qualify as solutions to problems. That is, there was little evidence to indicate that problems had been solved by the application of special techniques, logic, manipulation, or by systematic treatment. Moreover, although most problems received some attention by schools, there was little evidence to show that many had been solved (p. 120).

328. Packard, John S. and Harold E. Walker. Teacher implementation of PPB systems. Planning and Changing, 1973, 4(3), 143-156.

The major findings are clear-cut. Members of an informal teacher group displayed a like pattern of implementation activity. With few exceptions, high implementers belonged to groups comprised of other high and medium implementers or they did not belong to any group. Low implementers, likewise, either existed as isolates or were found in groups comprised exclusively of other low and medium implementers. High and low implementers did not belong to the same informal groups (p. 153).

329. Patten, Thomas H., Jr. (Ed.) OD - Emerging dimensions and concepts. Madison: American Society for Training and Development, 1973.

A bibliography with commentary.

330. Peabody, George and Paul Dietterich. Powerplay: A simulation dealing with collaboration, negotiation, and coercion. Available from authors, P. O. Box 411, Neighborville, Illinois, 60540. No date.

This carefully structured learning tool is designed to teach people to accept and deal with the realities of power. Whether used for organizational change, community action, training, or personal growth, the game will assist participants in

appreciating, learning to use, and increasing their power. [The ten] participants will learn about exercising power by practicing three power strategies: collaboration (win-win), negotiation (exchange), and coercion (win-lose). They will gain competence in learning how to use these strategies, in planning for the use of power, in team building, and in integration skills. The program is designed to cover four to seven hours playing time, or it can be divided into several sessions of about forty-five minutes each. Materials include a Leader's Manual, a Participant's Manual (with questionnaires), ballots, and scoring pads. -- Publisher's blurb

331. Pederson, K. George. In-service education: A new model? In NEA Department of Elementary School Principals (Ed.), Selected articles for elementary school principals. Washington, D.C.: NEA, 1968. Pp. 91-97.

This is the "Raymond School Project." Story of an attempt at organizational change.

332. Pellegrin, Roland J. Some organizational characteristics of multiunit schools. Technical Report No. 8 from Center for Educational Policy and Management, Eugene, Oregon, 1969. Reprinted in J. Victor Baldridge and Terrence E. Deal (Eds.), Managing change in educational organizations. Berkeley, California: McCutchan, 1975; pp. 201-223.

... multiunit schools are successful in encouraging the establishment of some collaborative activity. Interdependence relationships are nonetheless confined to the members of one's own unit.... it is possible for virtually all the relationships to be essential ones in one's own unit, while another unit in the same school has a pattern containing a mixture of essential and dependence relationships as well as a lack of indicated relationships of either type. Thus, while some collaborative activity is found in all schools, its extent is uneven, reflecting differential success in the development of interdependence relationships (p. 205 of the McCutchan volume).

333. Pennings, Johannes M. Dimensions of organizational influence and their effectiveness correlates. Administrative Science Quarterly, 1976, 21(4), 688-699.

In this study of 40 widely-dispersed offices of a large brokerage firm, the results "support the position of Likert, Argyris, and Chandler in suggesting that a participative, autonomous, and decentralized organization is more effective. The table shows that if the influence is dispersed, the office will be superior on the five indicators of organizational effectiveness.... The total amount of control is evidently

conducive to organizational effectiveness and corroborates Tannenbaum's results on control in organizations. However, the results do not substantiate his de-emphasis of influence differences in complex organizations. If the influence difference is large, the employees do express anxiety, and productivity tends to decline disproportionately. Participativeness shows a strikingly high negative correlation with decline in total production. Finally, organizational autonomy is related to morale, consistent with the well-known finding of Pelz that supervisors with upward influence had satisfied employees more than superiors without such influence" (pp. 694-695).

334. Perkins, Richard F. The organization and system development of the developmental approach to community change project. In Robert A. Luke, Jr. (Ed.), First tango in Boston: A seminar on organization change and development. Washington, D.C.: National Training and Development Service, 1973. Pp. 41-47.

Tells the staging of the entry process in bringing together city agencies and neighborhood task forces for collaborative work in a project to improve the "service delivery" of city agencies. Entry began simultaneously in city agencies and neighborhoods, with the two sectors being brought together later in a link-pin structure. The same method could be considered for work between schools and community. For other phases of the same project, see Coleman and Cushnie (1973).

335. Pettibone, Timothy J. Organizational and interpersonal dimensions of the elementary school. (Paper presented at the Annual Meeting of the American Educational Research Association, New York), 1971.

The purpose of this study was to: (1) select and apply an appropriate methodology for investigating interpersonal relations in the elementary school; and (2) test hypotheses relevant to and derived from General Systems Theory, Equilibration Theory, and the "Span of Control" principle of Classical Management Theory.

The following hypotheses were [confirmed]: (1) Subsystem (teacher) interactions will explain a greater amount of system (school climate) variability than will subsystem (teacher) attributes. (2). Classification of teachers as influentials and non-influentials in relation to informal groups will be predictable from measures of teacher behavior and teacher attributes. (3) Isolated teachers will perceive the behavior of their fellow teachers significantly different than will non-isolated teachers. (4) When the extent to which teachers rely upon each other is taken into account, the "real" span of control for principals will be eight or less subordinates. -- Excerpted from Maguire, Temkin, and Cummings (1971).

336. Pfeiffer, J. William and John E. Jones (Eds.). Annual handbook for group facilitators. La Jolla, California: University Associates, 1972 to present.

An annual compendium of new developments in group facilitation. Each volume contains sections on structured experiences (simulations, exercises, or procedures), instrumentation, lecturettes, theory and practice, resources, and book reviews.

337. Pfeiffer, J. William and John E. Jones (Eds.) Handbook of structured experiences for human relations training (Vol. I thru VI). La Jolla, California: University Associates, 1969-1977.

Simulations, exercises, and procedures for group facilitation selected for their "practicality, flexibility, workability, clarity, and adaptability."

Series includes: J. W. Pfeiffer and John E. Jones. Reference guide to handbooks and annuals (2nd ed.). La Jolla: University Associates, 1977.

338. Phelps, Jane H. and Richard I. Arends. Helping parents and educators to solve school problems together: An application of organization development. Eugene, Oregon: Center for Educational Policy and Management, 1973. (mimeo)

Story of an OD project to resolve conflicts between an elementary school staff and parents. A new decision-making structure was built, though it showed signs of weakening in the following year.

339. Phillips, David P. and Richard H. Conviser. Measuring the structure and boundary properties of groups: Some uses of information theory. Sociometry, 1972, 35(2), 235-254.

While sociologists have long been concerned with problems of social structure, they have not developed standardized techniques of determining the structuredness of situations. This paper presents a measure of structure drawn from information theory and demonstrates its application to a small group situation discussed in Homans' The Human Group. The measure is used to determine the number of groups in the situation, to locate group boundaries, to determine the sharpness of those boundaries, and to measure the loss of descriptive accuracy in mislocating group boundaries. Several advantages of the information theory measure relative to other sociometric and non-sociometric techniques are discussed. Also, ways in which the measure can be applied to other small-group problems and to macro-sociological problems are indicated. (author's abstract)

340. Pincus, John. Incentives for innovation in the public schools. Review of Educational Research, 1974, 44(1), 113-144.

Section II discusses incentives to adopt innovation. Section III discusses the problems of implementation. Section IV suggests some implications for R&D policy. The general thesis of this paper is that the market structure of the public school "industry" has a major effect on schools' decisions to adopt innovations, and the bureaucratic structure and incentives of schools shape in specific ways the transition from adopting innovations to implementing them.

341. Pino, Rene, Ruth Emory, and Charles Jung. Preparing educational training consultants. Portland, Oregon: Northwest Regional Educational Laboratory, 1973.

A packaged program for training OD consultants for schools and districts.

342. Platt, John. Social traps. American Psychologist, 1973, 28(8), 641-651.

A new area of study is the field that some of us are beginning to call social traps. The term refers to situations in society that contain traps formally like a fish trap, where men or organizations or whole societies get themselves started in some direction or some set of relationships that later prove to be unpleasant or lethal and that they see no easy way to back out of or to avoid (p. 641).

343. Pondy, Louis R. Organizational conflict: Concepts and models. Administrative Quarterly, 1967, 12(2), 296-320.

Three types of conflict among the subunits of formal organizations are identified: (1) bargaining conflict among the parties to an interest-group relationship; (2) bureaucratic conflict between the parties to a superior-subordinate relationship; and (3) systems conflict among parties to a lateral or working relationship. In each of the three cases, conflict is treated as a series of episode including stages of latency, feeling, perception, manifestation, and aftermath. The organization's reaction to conflict in each case is analyzed using the Barnard-Simon model of inducements-contributions balance theory. Of particular interest is whether the organization members resolve conflicts by withdrawing from the organization, by altering the existing set of relationships, or by changing their values and behavior within the context of the existing relationships. (author's abstract)

344. Pondy, Louis R. Two faces of evaluation. In H. W. Melton and D. Watson (Eds.), Accounting for social goals and social organization. Columbus, Ohio: Grid Publishers, 1977.

I suggested earlier in the paper that centralizing the social programming process in our society may be counter-adaptive, unless evaluation methods could be developed to be equal in their capacity to register and control program variety. But the second-order effect of more sophisticated evaluation methods, I conjectured, might simply be to encourage further centralization and homogenization of social programming. We might better devote our energies to decentralizing and disseminating existing evaluation skills in a form that permits input of local idiosyncratic information, and indeed use by local officials .... One further side-benefit of decentralized evaluation: It would build formal, albeit simple, evaluation skills into the infrastructure of the society, not restrict them into an elite cadre of evaluation researchers, and thus permit formative evaluation to proceed continually. -- from a prepublication draft.

345. Poole, Edward Archie. A study of the effects of an organizational problem-solving intervention strategy on the development of self-renewing characteristics of a school faculty. Doctoral dissertation, Indiana University, 1971.

This study was a description of a five-phased organization development intervention strategy and an attempt to determine the direct and indirect effects of an organizational skill training program -- emphasizing group communication, decision-making, and problem-solving skills -- on the self-renewing characteristics of a school faculty. The intervention was successful in introducing communication and problem-solving skills into the daily activities of the school; however, the recognition and use of these skills was greater at the interpersonal level than the organizational level to move the school toward a state of self-renewal. Five problems developed that accounted for this hesitancy. They were: a process-content split; clarifying limitations of the interventions; unclarity of objectives of the program; teams of consultants and clients changed membership throughout; and unrealistic expectations of quick results by school people.

346. Postman, Neil and Charles Weingartner. How to recognize a good school. Bloomington, Indiana: Phi Delta Kappa Foundation, 1973.

Gives a list of practices or ways of working in schools that seem to be emerging nowadays as most promising for improving the competence, self-guidance, and collaborative attitude among students, as well as for improving the satisfactions of teaching.

347. Prentice-Hall Editorial Staff. School executive's guide. Englewood Cliffs, New Jersey: author, 1963.

This book is not especially directed toward problems of change. It is a reminder and handbook useful in all the usual tasks a principal shoulders. As such, it can serve as a guide to routines that must be altered, replaced or jettisoned if change is to occur.

348. Rich, Dorothy and Beverly Mattox. Activities for building more effective school-community involvement. Trinity College, Washington D.C.: The Home and School Institute, 1976.

Building and maintaining a high degree of rapport and mutual respect between home and school and school and community can best be accomplished with hands-on activities. This book offers 101 ways to do it -- without additional time, money or staff. The clear no-nonsense format facilitates both the reading and the implementation of the ideas. -- Dorothy Needham in Teacher, vol. 94, p. 84.

349. Riecken, Henry W. and Robert F. Boruch (Eds.) Social experimentation: A method for planning and evaluating social intervention. New York: Academic Press, 1974.

The purpose of this book is to consolidate what is known about social experimentation, and to communicate that knowledge to a rather diversified audience.... Chapters I and II are aimed at the reader who is looking for a general orientation to the nature of social experimentation -- its advantages, limitations, and practical possibilities. Chapters III, IV, and V are more technical, being addressed primarily to readers who are concerned with the major scientific and technical issues in design and measurement, or who expect to have such responsibility thrust upon them. Chapter VI considers the principal operating problems confronting managers of experiments in the field. Chapters VII and VIII are addressed particularly to policy-makers and administrators who may have responsibility for deciding whether or not to undertake a social experiment, although we believe that they are of such general importance that they may be useful to every interested reader whether he expects to be directly involved in social experimentation or not. -- from the preface

350. Rogers, Everett M. Bibliography on the diffusion of innovations. East Lansing, Michigan: Department of Communications, Michigan State University, 1966.

351. Rollins, Sidney P. and W. W. Charters, Jr. The diffusion of information within secondary school staffs. Journal of Social Psychology, 1965, 65, 167-178.

The study reported here attempted to shed light on the word-of-mouth dissemination of information from the principal to the teachers in the public high school. This personal transmission of information downward through the authority system of the school is, of course, but one facet of the staff communication process. More highly formalized procedures frequently are used for the same purpose, and both the upward and the lateral flow of information are worthy of investigation in their own right. But the investigators believed that the downward spread of information from teacher to teacher -- a problem of immediate concern to school administrators -- was a convenient point of entry into the entire area (p.167).

352. Rosove, Perry E. An analysis of possible future roles of educators as derived from a contextual map. Santa Monica: System Development Corporation, 1968.

... presents the "complete" results of the experiment in the use of contextual mapping. "The mapping process results in the identification of 98 different possible future roles for educators and also, as a by-product, it identifies 101 potential future issues in education" (p.3). It is concluded that "the projections of current trends in 18 areas as displayed on the contextual map suggests that (the crisis in education) is merely beginning and will become increasingly complex, fractious, and more costly to resolve in the two decades ahead" (p.30). To prevent an evolutionary form of drift, four new concepts are proposed: the learning environment as a real time facility (blurring the distinction between work and education); the continuous, vertical, learning organization serving all educational levels; the learning environment as a multipurpose facility; and (the major conclusion of the study as derived from the above three concepts) the generic role of the "learning facilitator" (rather than the present generic role of "teacher") as a counselor, engineer, instructor in the use of learning resources, and researcher. -- Michael Marien (1971).

353. Rothman, Jack, John L. Erlich, and Joseph G. Teresa. Promoting innovation and change in organizations and communities: A planning manual. New York: Wiley, 1976.

The authors' "subject matter has been called community planning, organizational change, community work, diffusion of innovations, service delivery, social action, and the like" (p. 3). These sentences from the introduction reveal their

practical orientation: "... a practitioner should proceed by setting a sequence of goals that are specific, realistic, and proximate -- that is, short-run and tangible.... To employ the manual effectively, then, one must scale down a given purpose to a goal of limited size and time dimensions, so that it can be achieved within approximately five to 12 weeks" (pp. 3-4). The book stems from six years of work in southern Michigan, including Detroit. It is organized around the four guidelines the authors found most central to success after digesting 900 research studies and conducting two field tests. The guidelines are: (1) "promoting an innovative service or program by demonstrating it first with a smaller portion of the target population, then expanding to the larger group," (2) "changing the goals of an organization by introducing new groups into the organization who support those goals or by increasing the influence of those groups within the organization who support those goals," (3) "increasing participation in organizations and groups by offering benefits associated with participation," and (4) "increasing effectiveness in role performance by clarifying the role and obtaining agreement about it among relevant superiors and influentials" (p. 7). The book touches only occasionally on examples from education, but the principles seem generally applicable.

354. Runkel, Philip J. Communication between counselors and teachers. NCME Newsletter, 1961, 4(2), 1-4.

Offers evidence that counselors do not reach their full usefulness to other members of the faculty until they have remained in the school for about four years.

355. Runkel, Philip J. Replicated tests of the attraction-communication hypothesis in a setting of technical information flow. American Sociological Review, 1962, 27, 402-408.

This study is based on the hypothesis that communication and attraction tend to go together. The corollary hypothesis tested here is that degree of respect between individuals is associated with relevant communication, and that "among densely connected groups of persons the general level of respect will be higher than among loosely connected or unconnected groups." This study is concerned with the relation between frequency of communication within secondary school faculties concerning the testing and counseling of students, and respect for the judgement of the communicant concerning these matters. The faculties of 28 secondary schools were given measures of respect for other faculty members, and level of communication among them. The relationship between communication and respect was moderately strong in some schools, weak in others. -- NIMH (1971).

356. Runkel, Philip J. Personal and organizational pain (a lecturette). In J. W. Pfeiffer and J. E. Jones (Eds.), 1974 Annual handbook for group facilitators. San Diego: University Associates, 1974. Pp. 148-149. Reprinted in Schmuck, Runkel, Arends, and Arends (1977), pp. 216-219.

Pain is unavoidable in organizations, especially during change. We can, however, choose the purposes for which we shall expose ourselves to pain, instead of finding ourselves ambushed by pain dumped upon us by others.

357. Runkel, Philip J. Conditions for success and failure of organizational development in schools. CEDR Quarterly, 1975, 8(4), 6-10. ERIC order number ED 088 242.

This paper discusses differences among schools in their readiness for organizational development interventions. The author begins by outlining criteria for organizational success. He then discusses two variables that have been found important in assessing readiness to profit from organizational development; i.e., readiness for collaborative and ready access to novel ideas or the "variety pool." The author suggests that schools must adapt any organizational development strategy to meet local problems. Consequently, "failure" to adopt prepackaged innovation is often a successful use of resources in meeting a local problem. Systematic effort by a client does not always require "success," but only that the school feels it has learned something and is likely to spend less effort than before on working toward desirable outcomes. The author concludes by suggesting that the most "innovative" schools are not necessarily the most effective. (ERIC abstract)

358. Runkel, Philip J. and Warren E. Bell. Some conditions affecting a school's readiness to profit from OD training. Education and Urban Society, 1976, 8(2), 127-144.

Attempts to answer the question: What are some organizational conditions or processes that make it more likely or less likely that a school will profit from OD training?

Data collected and analyzed during a four-year period indicated that a staff's ability to communicate during emotion was much more important than mere openness of communicative channels in fostering collaboration. Researchers found that readiness to communicate during emotion could be ascertained through a few simple questions asked of the staff.

An analysis of the amounts of training for a school staff showed that small amounts of training tended to make people aware of their problems, but did not allow enough time to develop the skills for coping with them. Scores on measures

of communication were actually depressed rather than enhanced by amounts of training less than 22 hours. At a point somewhere between 22 and 27 hours, training improves a staff's ability to build new patterns of interaction, and the improvement builds from there.

The researchers also looked at schools attempting innovations and came to these conclusions: "If the school has not tried difficult organizational change, it is treading a very risky path to do so without outside consultant help. If it has tried collaborative organizational change, then it may still be ready for curricular change even if it has failed the effort toward collaboration." (p. 139)

359. Runkel, Philip J. and Richard A. Schmuck. Organization development in schools: A review of the research findings from Oregon. Organization Development Journal (University of Bath, England), in press. Condensed in Schmuck, Runkel, Arends, and Arends (1977); pp. 33-38. An early version is available from ERIC, order number ED 095 618.

An overview of the results of the research projects carried on in the Strategies of Organizational Change (SOC) Program at the research center in Eugene from 1967 to 1974. The authors show relationships among the findings from their projects, relate them to reports from other field experiments, and present implications for school people and consultants.

360. Runkel, Philip J., Spencer H. Wyant, and Warren E. Bell. Organizational specialists in a school district: Four years of innovation. Technical Report, Eugene, Oregon: Center for Educational Policy and Management, 1975. ERIC order number ED 111 107.

A case history of organizational development in the Kent, Washington, school district from August 1967 to April 1972 is presented in 14 chapters and numerous appendixes. The first section contains a summary, the theoretical scheme and the principles used in building the cadre of organizational specialists. Chapters 5, 6, and 7 give data on the interpersonal "first-level" skills the schools achieved; chapters 8 and 9 give data on the "second-level" skills that serve to enhance the functioning of systems. Chapters 10, 11, and 13 move to "third-level" skills -- the capacity of the school for performing as an entire system. Chapter 13 probes the data, research design, and analysis techniques used in the study. Chapter 14 contains a summary of the project and recommendations. (authors' abstract)

361. Runkel, Philip J., Marilyn Lawrence, Shirley Oldfield, Mimi Rider, and Candee Clark. Stages of group development: An empirical test of Tuckman's hypothesis. Journal of Applied Behavioral Science, 1971, 7(2), 180-193.

The stages of group development have often been discussed and frequently hypothesized -- but seldom observed in the classroom. During winter term, 1968, at the University of Oregon, a study was made of small workgroups, each of which was assigned to complete an empirical investigation. The task-oriented groups, composed mostly of strangers, had to form themselves from larger sections into workgroups of four or more individuals, choose a task, pursue the research, and present the work in written form at the completion of the project. These workgroups were observed by students who had been through this social psychology course the previous year. The basic framework for the observations presented as outcomes in this paper was Bruce Tuckman's (1965) proposed model of group development. He stated that there are two aspects to group development: task activity and group structure; within each, he listed four developmental phases. The chief goal of the research was to test the fit of Tuckman's model of group development to the actual development of the workgroups observed in the classroom setting. The fit was very good. (authors' abstract)

362. Sarason, Seymour B. The culture of the school and the problem of change. Boston: Allyn and Bacon, 1971.

... the patterns of everyday life for the adults in our schools -- not their knowledge or commitment -- are critical in planning innovations for pupils, and ... changing those patterns probably cannot be accomplished through summer training sessions. -- Mary M. Bentzen in Contemporary Psychology. 1971, 16(9), p. 594.

The author uses the ecological approach to describe the school setting, revealing what everyday school life is like. He feels that the examination of "the regularities" of behavior and programs to determine patterns is more significant in trying to effect change than the imposition of an innovation. His two detailed case reports of the process of change reveal such patterns. -- Culver and Hoban (1973, pp. 260-261).

363. Sarason, Seymour B., Charles F. Carroll, Kenneth Maton, Saul Cohen, and Elizabeth Lorentz. Human services and resource networks: Rationale, possibilities, and public policy. San Francisco: Jossey-Bass, 1977.

This book is a description of a three-year project to develop and sustain a network of very diverse people in their efforts "to use" each other in ways that furthered them in their goals of work, at the same time that a sense of bondedness was enhanced (p. 2).

The stance of the schools is typical of all agencies: Additional resources are needed, but it requires money to obtain them or to be the basis for an exchange of resources. As a consequence, agencies spend a good deal of time trying to get more money, in effect competing with each other for these additional financial resources. And that stance makes it inordinately difficult, and in practice almost impossible, to do three related things: to confront (if only as a possibility) that resources are and will be limited; to examine critically the accepted relationship between problems and solutions; and to figure out possible ways in which agencies can learn to exchange resources in mutually beneficial ways and without finances being a prerequisite for discussion or the basis for exchange (p. 22).

Far from an agency feeling itself to be part of a mutually supportive community of agencies -- part of an "extended family," one of the bases for which is "I have call on you and you have call on me" -- the agency as agency feels alone and beleaguered. What is insidious in this absence of the sense of community is that there is no viable way, no facilitating vehicle, whereby agencies can even know what the problems, dilemmas, and plans of other agencies might be. These internal issues are kept internal, only to surface when an agency seeks additional funds to increase its resources. The solution for these internal issues is almost never perceived in terms of possible interagency exchange, but prepotently in terms of new money to purchase new resources for the single agency (p. 25).

... our communities contain many people eager to enlarge their knowledge, experience, sense of worth, and social contribution, but community agencies seem not to recognize their existence and potential contributions, and, furthermore, when their existence is recognized and utilized, it is on a "one-way street" basis. That is to say, the individual from the community is asked to volunteer time and energy to do something for the agency even though the performed task will minimally, or not at all, be experienced as growth producing (p. 40).

If we distinguish between individual and agency benefits, it is not for the purpose of downgrading, for purposes of evaluation, the nature of the resource exchange between agencies, but rather to emphasize an easily overlooked point: We are describing a network of individuals in relationship to each

other, and to the degree that individual needs are satisfied, particularly in the earliest phases of network formation, it establishes the precondition for an equitable barter exchange among agencies. We participate in a network as individuals, not as officially designated representatives of agencies. It is as agency representatives that we seek resources for our agencies, but it is as individuals that we decide how seriously we should attempt to match network resources to agency needs (p. 60).

But what if Mrs. Dewar's contribution had not been $25,000 but one million dollars? "Big deal," would be the retort, "with that kind of money your demonstration loses all or most of its significances." The fact is, scores of millions of dollars were spent by the federal government for purposes similar to those of the Essex network, with predictably poor results in any community.... Mrs. Dewar contributed $25,000, not a million, over a three-year period. By usual standards of grant-giving agencies, that is a piddling amount of money, but it was sufficient to bring and sustain in working relationship to each other several score of people from at least a score of colleges, universities, and community agencies (pp. 99-100).

There are three distinctive attributes... (1) every unit in a network does not interact with every other unit in a network; (2) the units in a single network do not have a clear boundary from the rest of the world; and (3) the only common characteristic of units in a network is their relationship (direct or indirect) to the [individual] (p. 128).

364. Saturen, Steven L. On the way to adaptability: Some conditions for organizational self-renewal in elementary schools. Doctoral dissertation, University of Oregon, 1972.

The purpose of this study was to investigate empirically a theory about conditions antecedent to organizational adaptability. During the spring of 1968, 1969, or 1970 pretest measures were taken in thirty elementary schools of (1) whether teachers' expectations supported variety of expression (in particular, open communication of job-related emotions and disagreements), and (2) whether teachers' expectations supported collaboration. During the year following collection of the pretest measures, six of the thirty schools received training in organizational development designed by staff at ... CASEA to produce adaptability. Five types of post-measures were collected one or two years after the pretest and were assessed to indicate each school's ability to adapt.

Over the several dependent variables, the results showed that some predictions were repeatedly confirmed while others were repeatedly contradicted.

The patterns were interpreted to indicate that training in organizational development promotes adaptability when previous expectations support variety of expression and collaboration, but may inhibit adaptability when the school is characterized by expectations that do not support collaboration; and that [even] expectations supporting variety of expression [occurring together] with expectations supporting collaboration can inhibit adaptability unless teachers use skills for surfacing and managing conflicts. (author's abstract)

365. Schindler-Rainman, Eva and Ronald Lippitt. The volunteer community: Creative use of human resources. Arlington, Virginia: NTL Institute, 1971.

The motivation, recruitment, orientation and training of volunteers are discussed against a background of social trends and issues.

366. Schmuck, Patricia, Susan Paddock, and John Packard. Management implications of team teaching. Eugene, Oregon: Center for Educational Policy and Management, 1977. Winner of first-place award in the 1977 School and College Publications Contest.

This is a study of 16 elementary schools that planned to install unit structure (that is, permanent and official teacher work groups) in comparison to 13 that planned to continue their conventional organization. "There was more team teaching, more teacher group participation in decision making and more teacher-teacher communication after schools had installed the unit organization. The findings failed to show that installation of units altered teacher attitudes; teachers in unit schools did not report greater job satisfaction or influence than teachers in conventional schools.... there are differences among schools that install units. Key factors such as clarity, staff turn-over, amount of experimentation, teaming subject areas, principal leadership, and external support serve to differentiate among unit schools, resulting in different levels of team teaching" (p. 14 of the summary leaflet).

367. Schmuck, Richard A. Helping teachers improve classroom group processes. Journal of Applied Behavioral Science, 1968, 4(4), 401-435. Adapted as "Improving classroom group processes" in R. A. Schmuck and M. B. Miles (Eds.), Organization development in schools. La Jolla, California: University Associates, 1971. Pp. 29-50.

Describes 3 "interventional" projects to study informal aspects of classroom activity: (1) 20 elementary school teachers participated in 7 training activities including role-playing, sensitivity, and human relations training. Twenty more took part in a noninteraction seminar and 10 received no special treatment. (2) Forty upper-elementary school teachers worked with psychological consultants in both individual and group problem-oriented sessions 4 hr/wk for 15 wk. (3) A 6-day organizational development laboratory involving 1 school's 54-member staff was conducted. Measures were taken with all groups to explore the influence of each project on teacher behavior in the classroom. Greatest behavioral changes accompanied the 7-phase training laboratory, but all activites were judged helpful to some extent. Two integrated programs for improving classroom group processes are suggested. -- D. Jewell in Psychological Abstracts, 43(2), 10403.

368. Schmuck, Richard A. Where OD for schools needs to go. (Presented at the 1972 meeting of the American Educational Research Association in Chicago) Eugene, Oregon: Center for Educational Policy and Management, 1971. (mimeo) ERIC order number ED 061 604.

Since evaluations have shown that organizational development is a plausible and useful vehicle for improving school climate, it needs to be extended in various ways, including (1) further scientific study of organizational development in schools; (2) more research into the processes and effects of organizational development training; and (3) extension of philosophic models to include power and conflict, accountability and responsibility, and techno-structural aspects of the school. Most important is the effort to bring parents, students, and educators into joint decisionmaking around educational alternatives. (author's abstract)

369. Schmuck, Richard A. Developing collaborative decision making: The importance of trusting, strong, and skillful leaders. Educational Technology, 1972, 12(10), 43-47.

We often consider administrators at the top of a school district's hierarchy to be the primary wielders of power, with teachers and students possessing decreasing amounts of power to determine what takes place in their schools. But many districts exist for which this picture is oversimplified. In particular, there are some districts in which much of the power thought to be traditionally held by the central office administrators is shared with principals, teachers, and students. I eelivee that such democratic structures are ideal outcomes for a program of organizational development in schools .... Although it does not develop easily, school district groups, building faculties, and classroom groups can be trained to make decisions efficiently, without the necessity for external pressure or surveillance... (p. 43)

370. Schmuck, Richard A. Self-confrontation of teachers. Oregon School Study Council Bulletin, 1973, 17(3).

Simply presenting information that displays clearly any discrepancy between a teacher's ideal and actual classroom performance does not, in itself, promise constructive change. This is true in part because teachers confronted with such discrepancies often experience anxiety. Teachers who wish to change often find it difficult to behave differently in the classroom for a variety of reasons. This paper discusses some psychological reactions that can be expected by teachers when they are confronted with information about their own classroom behavior. It also suggests some actions that a facilitator might take to help a teacher to focus energies on self-improvement. — Kenneth A. Erickson's preface.

371. Schmuck, Richard A. Interventions for strengthening the school's creativity, in Creativity of the School, edited by Center for Educational Research and Innovation, Organization of Economic Cooperation and Development, Paris, France, 1974. Pp. 104-126.

Lists six social pressures on schools which prod them to attempt change: (1) demand for individualization, (2) challenge of relevance, (3) demand for increased accountability, (4) more use of educational technology, (5) interest in interdisciplinary curricula, (6) interest in humanizing relationships.

Describes two interventions, inservice education and organization development, which have the most potential for coping with the six social pressures.

"Inservice education is a strategy for facilitating change in the individual, while organization development is a strategy aimed at dealing with changes within groups of personnel within the school. The former deals with modifications in the information, attitudes, and behaviors of individual educators; the latter aims at modifying the structure, norms, and role-procedures of the faculty that works together" (p. 106).

372. Schmuck, Richard A. Bringing parents and students into school management: A new program of research and development on organization development. Education and Urban Society, 1974, 6(2), 205-221. Reprinted in Derr, C. B., Organizational Development in Urban School Systems, Beverly Hills, California: Sage Publishing Co., 1974; included in Aldous, J. (Ed.), Inventory of Marriage and Family Literature, University of Minnesota, 1975.

A proposed plan for building decision-making interfaces among parents, students, and educators.

373. Schmuck, Richard A. How can schools accomplish humanistic change? Educational Leadership, March 1975, 32(6), 380-383. Reprinted in "Readings Book" for Education class at Old Dominion University, Norfolk, Virginia.

The author points out that efforts to bring about cooperative, caring changes in organizations such as schools are not likely to be successful without coordinated direction.

Our culture will not be humanized by cooperative energy alone; its very institutions must be restructured for humanization to persist. And humanistic change in schools is a case in point. Although cooperation and energy are crucial for humanizing our schools, systematic strategies for organizational change which are themselves humanistic are essential. (p. 380)

Suggestions for such strategies are included.

374. Schmuck, Richard A. and Arthur Blumberg. Teacher participation in organizational decisions. Bulletin of the National Association of Secondary School Principals, 1969, 53(339), 89-105.

Imposing a participative decision-making structure on a school requires strength and skill on the part of the principal. He must be firmly and consistently democratic. Such a shift in role performance requires changes in teachers' expectations as well as group skills. This strategy creates organizational strains and tensions that call for training and consultation in interpersonal and group processes. In other words, imposing a structure usually raises the need for practicing communication and problem-solving skills to help carry out the demands of that structure effectively.

Conversely, emergent strategies which involve primarily training in interpersonal and group processes tend to end up in structural changes within the school. In the case of the change program described above, decision-making structure (the Principal's Advisory Committee) was redefined and strenghtened as a result of the teachers' initiation. The teachers decided to impose a new decision-making structure on themselves. The central question does not seem to involve selecting either one strategy or the other. Rather, we might ask how the two strategies can be combined effectively into several different approaches (pp. 103-104).

375. Schmuck, Richard A. and Matthew B. Miles (Eds.) Organization development in schools. Palo Alto, California: National Press Books (now Mayfield Publishing), 1971. Also distributed by Learning Resources Corporation/NTL and by University Associates Publishing, 7596 Eads Avenue, La Jolla, California, 92037.

This ... book presents the rationale behind OD, the problems encountered in OD research, and the effects of OD on specific organizations where it has been employed. -- Publisher's blurb.

Schmuck and Miles have not only added admirably to the growing body of OD knowledge in school systems, but they have (a) contributed to the general field of OD by building on and improving past knowledge, and (b) established a "first" by devoting an entire volume to OD in school systems. -- W. Warner Burke, quoted in publisher's blurb.

All who read the book are provided with rich descriptions of strategies of planned change and their application in schools; scholarly analyses of the substances, the promise, and the limitations of current approaches in OD; clues for applying and for further improving strategies of OD; and important insights regarding the dynamics of schools as organizations. -- Paul C. Buchanan quoted in publisher's blurb.

For review, see C. Brooklyn Derr. Essay review for urban educational administrators: Organization development in schools. Education and Urban Society, 1972, 5(1), 105-120.

376. Schmuck, Richard A. and Jack E. Nelson. The principal as convener of organizational change. Research Reports in Educational Administration, Vol. 2, No. 2, Bureau of Educational Research, University of Colorado, Boulder, 1970. Excerpted in Samuel Christie and others. The problem solving school: Guidelines for collaborative and systematic problem solving: Development team handbook. Dayton, Ohio: IDEA, 1972; pp. 7-9. ERIC order number ED 060 521.

The authors propose that a principal, instead of making all decisions himself, should convene faculty, staff, and student groups to help bring conflict into the open and to work on organizational problems systematically. This "team-leader" role assumes that team members are intelligent, competent, and want to perform well; and that an open organizational climate with high trust and esprit facilitates group problem solving procedures. (RA in Research in Education, 1972)

377. Schmuck, Richard A. and Philip J. Runkel. Organizational training for a school faculty. Eugene, Oregon: Center for Educational Policy and Management, 1970.

The CASEA [now CEPM] team worked to improve Highland Park by increasing the communicative abilities of its groups, so that honest, direct, and innovative action could be internally and independently developed by the resident school faculty. Using

summer workshops, small group interaction, and periodic "intervention" throughout the school year, the report claims that a number of desirable outcomes were at least partly due to the intervention. Many teachers began using a greater variety of more effective group techniques in their classrooms. Collaborating groups of teachers increased in strength and number. The Principal's Advisory Committee became potently and specifically representative rather than merely advisory. -- Excerpted from Maguire, Temkin, and Cummings (1971).

378. Schmuck, Richard A. and Philip J. Runkel. Improving staff meetings. A cassette tape, order number A-200, issued by the University Council for Educational Administration, 1972, available from UCEA, Attn: B. Finkelman, 29 West Woodruff, Columbus, Ohio 43210.

A few basic ideas for the principal or other school leader on conducting meetings.

379. Schmuck, Richard A. and Philip J. Runkel. Integrating organizational specialists into school districts. In W. W. Burke (Ed.), Contemporary organization development: Conceptual orientations and interventions. Washington, D.C.: NTL Institute for Applied Behavioral Science, 1972. Pp. 168-200. ERIC order number ED 061 617.

Benefits and difficulties in establishing and making use of a cadre of organizational specialists in a school district. Brief report on the two cadres established so far by CASEA.

380. Schmuck, Richard A. and Patricia A. Schmuck. Group processes in the classroom. Dubuque, Iowa: Wm. C. Brown, 1971.

Contents: Basic concepts, Group processes, Leadership, Attraction, Norms, Communication, Cohesiveness, Developmental stages, Organizational characteristics. Describes many practical methods for altering customary procedures.

381. Schmuck, Richard A. and Patricia A. Schmuck. A humanistic psychology of education: Making the school everybody's house. Palo Alto, California: National Press Books (now Mayfield Publishing), 1974.

This is a book on the application of the behavioral sciences to education, but it is not a typical text. Rather, along with its clarifying analyses of current psychological theories and research in education, it offers both a call to action and some concrete paths to follow. [This book] is different in that it focuses on the quality of the environment in schools and emphasizes planned change. It also offers a succinct philosophy of why schools should be humanized. -- Publisher's blurb.

For a review, see Frank B. W. Hankinshire V in Contemporary Psychology, 1976, 21(1), 51-52.

382. Schmuck, Richard A. and Patricia A. Schmuck. Formal and informal aspects of classroom life: Can they be harmonized for academic learning? The History and Social Science Teacher, Canada, 1976, 12(2).

This article discusses the interdependence of the personal concerns of a student's life with the academic efforts and shows ways in which these two aspects can be harmonized for a more successful school experience.

383. Schmuck, Richard A., Jane Arends, and Richard Arends. Tailoring consultation in organization development for particular schools. School Psychology Digest, 1974, 3(4), 29-40.

Offers three guidelines for consultants that take into account special attributes of school organizations: (1) continually restate the goals of the consultation, (2) be prepared to undertake special procedures for increasing the readiness of the client organization, and (3) make it clear that successful OD requires sustained effort over many months. Two guidelines are based on the sequential and cyclic nature of OD: (4) carefully assess progress at each stage to ascertain how much of earlier stages needs to be re-cycled and (5) be sure the macro-design includes micro-designs for recycling the processes of trust-building, goal-setting, and diagnostic information-gathering. The dynamics of entry yield three guidelines: (6) establish a clear, supportive, and collaborative relationship with key authorities, (7) engage all participants in introductory demonstrations and contract building, and (8) clarify interpersonal perceptions, feelings, and motivations to the point where the consultants are sure of some ways they can help and want to help and clients are sure of some ways the consultants can help and of their willingness to be helped in those ways. Four guidelines are connected with diagnosis: (9) tell clients early that a formal diagnosis will precede training, (10) insist on collecting data on present conditions, including the state of any follow-up or lack of it on previous problem-identifications, (11) use both formal and informal methods of data-collection, and (12) use diagnostic data for feedback to clients and for further planning. Considerations in the design of interventions yield four guidelines: (13) do not let the consultants' personal motives, knowledge, or preferred skills outweigh the evidence on the kinds of activities and sequences that will best reach the goals of the intervention, (14) adapt the themes of training, data feedback, confrontation, and

process consultation to the local situation, (15) build the macro-design to encompass the mode of intervention, the focus of attention, and diagnosed problems, and (16) phase the work to meet short-term and long-term intervention goals, and include time to renegotiate the plan when unexpected events occur.

384. Schmuck, Richard A., Donald G. Murray, Mitchell Schwartz, Mary Ann Smith, and Margaret Runkel. Consultation for changing school structures: OD for multiunit schools. (A report to NIE) Eugene, Oregon: Center for Educational Policy and Management, 1975.

This research report describes the results of applying organizational development in two different ways to help elementary schools to adopt team teaching and multiunit structure. In one strategy, "OD," the entire staff of the school received training. In the other, "GD," a small group from the staff received training. Training and consultation are described in detail. Researchers collected data from two OD schools, four GD schools, and two control schools. Data compare the nature of changes among the schools and the relations of the changes to goal clarity, readiness for change, satisfaction with job and with interpersonal relations, openness in communication, influence patterns, and norms for collaboration. Final chapter offers some indicators of readiness: emerging interdependence, principal's commitment to collaboration, staff consensus on use of consultants, norm for openness and confrontation, norm for persistence on task, and norm for tolerating differences in educational philosophy. Chapter also lists recommendations for consultants. (M. Schwartz)

Reviewed by Michael Martin in Educational Administration Quarterly, 12(1), 94-110.

385. Schmuck, Richard A., Philip J. Runkel, and Daniel Langmeyer. Improving organizational problem solving in a school faculty. Journal of Applied Behavioral Science, 1969, 5(4), 455-482. Winner of the 1969 McGregor Award. Reprinted in ISR Journal of Education Personnel Relations, 1970, 2(2), 69-93. Adapted and retitled "Using group problem-solving procedures" in R. A. Schmuck and M. B. Miles (Eds.), Organization development in schools, La Jolla, California: University Associates, 1971; pp. 51-69. Reprinted in W. W. Burke and H. A. Hornstein (Eds.), The social technology of organization development, Fairfax, Virginia: NTL Learning Corp., 1972; pp. 286-306. Reprinted in Joel Meyers, Roy Martin, and Irwin Hyman. School Consultation, Springfield, Illinois: Charles C. Thomas, 1977; pp. 285-313.

This article also appears as the first (summary) chapter of Schmuck and Runkel (1970); see the latter for abstract.

386. Schmuck, Richard A., Philip J. Runkel, Jane H. Arends, and Richard I. Arends. Second handbook of organization development in schools. Palo Alto, California: Mayfield Publishing, 1977.

This second Handbook, like the first, has been written for people who wish to make schools more joyful places for working and learning. Like the first, it is a guide to change in education. This edition is, however, a much more mature product. It has been built upon ten years of collaborative effort among more than 100 people within our program and upon work with ten times that number of participating educators in the public schools. It offers a more systematic and concisely-stated theory, a more completely tested technology, more exercises and procedures, more information about diagnosis and evaluation, and much more conceptualization and techniques for designing.

Because the people who use this book will have different objectives, we have organized the material to facilitate handy and ready reference in several ways. For the most part, we have organized every chapter and major section to be understood and used independently from the rest of the book. Along with a table of contents, extensive annotated bibliographies, and diverse readings, we have prepared a detailed index so that the materials will be easily accessible to a wide audience. Although those features have created some redundancy, we have tried to compensate by providing different perspectives upon the same phenomena.

We intend this book to be used by professionals and citizens, by blacks and whites, by young and old, by men and women to create more humanistic awareness and skill in our schools ... While we believe this book will be useful in many ways to many people, we do not claim that by itself it can produce effective organizational specialists in school districts. Active training, along with collaborative support of a cadre structure as delineated in Chapter 12, are needed for that. We have written this Handbook for use by organizational specialists, not as a creator of specialists. We expect this book to have its effect as a tool kit for organizational specialists who have been trained to operate as members of a coordinated team. We also expect the book to help administrators and teachers understand and act upon the organization of their school. (excerpted from preface)

387. Schneider, Joseph and Edwin A. Locke. A critique of Herzberg's classification system and a suggested revision. Organizational Behavior and Human Performance, 1971, 6(4), 441-457.

... Herzberg's two-factor theory of job satisfaction may ... be an artifact ... of the system used to classify the incidents. It is shown that Herzberg's classification system confuses two levels of analysis, events (what happened), and agents (who made it happen). A new classification system was developed which classified separately by event and agent. The implications of the results concerning events for Herzberg's theory and method are discussed. (excerpted from authors' abstract)

See also King (1970) and Waters and Waters (1972).

388. Schwartz, Mitchell, Nina Steefel, and Richard A. Schmuck. The development of educational teams. Eugene, Oregon: Center for Educational Policy and Management, 1976.

This 155-page booklet serves as a practical introductory guide to developing effective educational teams in school districts. Aimed at both preservice and inservice audiences .... [It] shows how teams can be used to support collaboration and mutual problem-solving at all levels of the school district and describes salient issues related to the development of educational teams. [The booklet] discusses various qualities and processes that nurture functional and adaptive educational teams and presents methods for increasing their effectiveness. In addition, it offers practical strategies for helping school personnel examine their team communication patterns, goals clarification procedures, conflict processes, problem-solving methods, and decision-making procedures. Finally, The Development of Educational Teams provides an introduction to consultative strategies for building and maintaining self-renewing educational teams. An annotated bibliography of relevant readings for educators is included at the end of each chapter. -- Publisher's blurb

Arends, Burr, and Schmuck (1976) is the companion volume.

389. Seashore, Stanley E. and D. G. Bowers. Durability of organizational change. American Psychologist, 1970, 25(3), 227-233.

... in the Weldon Manufacturing Corporation .... the new owners launched a change program that included technical system changes, widespread training, more careful selection, revised payment systems, and increased participation in decision making and problem solving at all levels. Results included positive attitude changes, increased return on capital and production efficiency, and decreased turnover and absenteeism relative both to past performance and to the company's major competitor. Follow-up research 7 years later indicated that many changes were durable over that period. -- Friedlander and Brown (1974, p. 332).

390. Seeman, Alice Z. and Melvin Seeman. Staff process and pupil attitudes: A study of teacher participation in educational change. Human Relations, 1976, 29(1), 25-40.

Reports moderate correlations (statistically significant) between teachers' participation in dialogue, decision making, and action-taking (on the one hand) and favorable attitudes of students toward learning, school, and self (on the other). Attitudes of students were not correlated to an important degree with several teachers' background or personality characteristics: age, level of education, years of experience, generalized dogmatism, powerlessness (internal versus external orientation) or morale. Seeman and Seeman cite several studies showing correlations between students' attitudes of the kind they assessed and academic achievement.

391. Segal, Morley. Organization and environment: A typology of adaptability and structure. Public Administration Review, 1974, 34(3), 212-220.

Organizations are viewed as utilizing selective perception in arranging their units in order to respond to a turbulent environment. Chain-structured, singularly responsive organizations are highly selective and quite limited in their response. These organizations perceive the environment as static and homogeneous. They thereby justify performing a narrow and limited function with high technical efficiency. Mediatively structured, categorically responsive organizations perceive the same turbulent environment in terms of discrete, well-comprehended processes and entities, and thereby justify forcing turbulent demands into uniform categories of organizational response. Adaptively structured, comprehensively responsive organizations respond to the full turbulence of the environment. Organizational response to its environment influences the manner in which each organization manages its internal units, assesses its performance, gains political support, and is able to decentralize its structure. (author's abstract)

392. Sherif, Muzafer and Carolyn W. Sherif. Reference groups: Exploration into conformity and deviation of adolescents. New York: Harper and Row, 1964.

In an extensive study of adolescent groups in their natural setting, this report displays three levels of influence on their behavior: (1) influences from within the small group itself, (2) those from the immediate environment of the group, and (3) those from the broader American culture impinging upon the youth. Describes formation, maintenance, and change of groups. Also describes effects of the observer on the observed groups and narrates use of an "almost insider" to carry out the observations. For review, see P. J. Runkel in Educational Forum, 1965, 30(1), 103-109.

393. Sherif, Muzafer, O. J Harvey, B. Jack White, William R. Hood, and Carolyn W. Sherif. Intergroup conflict and cooperation: The Robbers Cave experiment. Norman, Oklahoma: Institute of Group Relations, University of Oklahoma, 1961.

Showed how cooperation within groups of boys could be produced by intergroup competition and then reversed by reduction of competition, which in turn was done by using situations that required "superordinate goals."

394. Shields, James J., Jr. The crisis in education is outside the classroom. Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1973.

Schools are shaped by the values, norms, and methods of social control characterizing the society as a whole, especially corporate society. Most proposals for reform of education have not proposed ways of coping with the interaction between school and society. Author describes virtues and faults from (his labels) the romantics, the structuralists, and the social reform movement. Proposes "problem-posing education" a la Freire. A lot of good sense and stern cautions in only 49 small pages.

For other writings on societal pressures on schools, see Bowles and Gintis (1976) and Spring (1976).

For other writings on powerlessness in schools, See Bowles and Gintis (1976), DeCharms (1976), Deci (1972), Jackson (1968), Silberman (1970), Whitmore (1974), Willower (1963, 1970), Willower and Jones (1963). For powerlessness among workers in industry, see Argyris (1973).

395. Sieber, Samuel D., Knowledge utilization in the planning and implementation of new schools -- A conceptual paper. Prepared for the study of Designing and Starting Innovative Schools, Matthew Miles, Principal Investigator, Center for Policy Research, 475 Riverside Drive, New York City; 1975 (unpublished).

Describes the legitimizing function of "knowledge utilization" in contrast to its technical or task-oriented function.

396. Sieber, Samuel D. The organizational dilemma of educational change models. Interchange (Ontario Institute for Studies in Education), 1976-77, 7(2), 39-49.

"While our first criticism of the linear model is addressed to its rationalistic bias, the second, paradoxically, is that it is not rational enough. On those occasions when an educator is motivated by disinterested, professional goals, his most "rational" procedure is not to move in lockstep from one stage to another of an innovative effort, but to continually reiterate each step as time passes: by remaining alert to new information, reconsidering his initial problem analysis as events unfold, backtracking from implementation efforts when they hit a snag, tentatively trying out a solution before all the evidence is marshalled, preventing premature institutionalization by constant re-evaluation, and so forth."

"The ERIC system and other resources will not reach the classroom teacher without the intermediary of extension agents with teaching backgrounds."

Reviews the educational extension agent program.

397. Sieber, Samuel D. Planning change in education. In Steven E. Goodman (Ed.), Handbook on contemporary education. New York: Bowker, 1976. Pp. 6-17.

A review of the various "change agents" being promoted in education, with references to source material.

398. Silberman, Charles E. Crisis in the classroom: The remaking of American education. New York: Random House, 1970.

Based on a three and one-half year study commissioned by the Carnegie Corporation, this broad indictment of all levels of education is based on a thorough review of the literature, extensive interviews and correspondence with educators and critics, and first hand investigation in more than 100 schools by the author and in about 150 more schools by his three-member staff.

Silberman finds the schools to be "intolerable," severely afflicted by "mindlessness," operating on the assumption of distrust, offering a banal and trivial curriculum, and preoccupied with order and control (which in turn creates discipline problems, rather than eliminating them). More than 200 examples of school practice are provided in support of these charges, which are no less severe than those made by the so-called "romantic" critics of the past decade. -- Michael Marien (1971).

For other writings on powerlessness in schools, see Bowles and Gintin (1976), DeCharms (1976), Deci (1972), Jackson (1968), Shields (1973), Whitmore (1974), Willower (1963, 1970), Willower and Jones (1963). For powerlessness among workers in industry, see Argyris (1973).

For other writings on satisfaction of motives in the work place, see the cross-references under Argyris (1973).

399. Simon, Sidney B., Leland Howe, and Howard Kirschenbaum. Values clarification: A handbook of practical strategies for teachers and students. Washington, D.C.: NTL Learning Resources Corp., 1972.

A volume of seventy-nine strategies for values clarification, this collection received the Pi Lambda Theta "outstanding book" award. Seven subprocesses of valuing are outlined in terms of prizing, choosing, and acting on one's beliefs. The practical exercises are utilized to make the participants aware of their own feelings, ideas, and beliefs, so that the choices and decisions they make are conscious and deliberately based on their own value systems. -- Publisher's blurb.

400. Simons, David L. Durability of organizational training for a school faculty. Doctoral dissertation, University of Oregon, 1974.

Assesses the lasting effects of a successful organizational development intervention undertaken by CASEA at Highland Park Junior High School. Supplements the reports of Schmuck, Runkel, and Langmeyer (1969) and Schmuck and Runkel (1970).

Data were obtained one year and two years after the close of the intervention. Organizational changes that occurred were documented through questionnaires, interviews, and informal observation in the target and comparison schools.

Findings indicated that during the 1968-69 school year the trained staff members did maintain favorable perceptions about the continued use of training and about the persistence of outcomes

of training. However, during the last posttest year and after a successor principal took over, a definite change in perception occurred. All but three of the eleven interview questions showed a strong shift toward unfavorable responses.

The trained principal during the initial posttest period remained about the same in his leadership, managerial, and social support efforts. In contrast, the successor principal's EPL and managerial scores moved significantly in the negative direction. Only the successor's social support score continued to show improvement. The successor also did not make positive changes on more items than either of the comparison school principals.

A new principal entering a school that has experienced organizational development must receive training with the staff. This preparation is essential if a successor and trained staff are to work together successfully and maintain the training outcomes. (Excerpted, with minor changes, from author's abstract)

401. Smith, Louis M. and Pat M. Keith. Anatomy of educational innovation: An organizational analysis of an elementary school. New York: John Wiley, 1971. Chapter 2 abridged in J. Victor Baldridge and Terrence E. Deal (Eds.), Managing change in educational organizations. Berkeley: McCutchan, 1975. Pp. 501-523.

A report on the attempts of one new school to set itself up as an exemplary setting. The authors try to relate problems of leadership, authority, structure, role, and other organizational and personal variables to schools in a process of innovation. Through exhaustive analysis of extensive field notes, they get underneath the language of the participants and disclose the underlying predispositions and biases of the persons in the process. -- Ann Lieberman and Gary A. Griffin in Teachers College Record, 1976, 77(3), 416-423.

The attempted organizational change was abandoned. See Lighthall (1973) in this bibliography for review.

402. Smith, Mary Ann. A comparison of two elementary schools involved in a major organizational change, or You win a few; you lose a few. Doctoral dissertation, University of Oregon, 1972.

In ... 1970, ... in each of four "group development" schools, a [presumed] subsystem (namely, a group consisting of the principal and six staff members), was trained in a 40 hour workshop and also received 40 hours of training during the following school year. Of these four schools, two changed to the multiunit structure and two did not. The central focus of this disserta-

tion is to explore, through case histories, the two GD schools that differed in outcome yet seemed most similar at the beginning of training. [Some findings are as follows.] Before any training occurred, the successful school, in contrast to the unsuccessful school: (a) already had norms of spending extra time in collaborative planning; (b) initiated the training with no expectation of extra money; (c) viewed the help of the trainers as an unexpected bonus; and (d) had a principal with a clear understanding of what the multiunit school was. The subsystem of the successful school, in contrast to the unsuccessful school: (a) perceived their trainers to be more competent and of high status; (b) thought the trainin design was relevant to their goals; (c) built a long range plan for the following year; (d) dealt with conflict during training; and (e) produced a sense of personal efficacy in at least some team members. The subsystem in the successful school differed from its counterpart in the unsuccessful school by clarifying its role as an interim group until a legitimate subsystem was chosen, and by setting up a method for changing and renewing the subsystem. ... recommendations involve ways of clarifying the innovation not only for members of the subsystem but also for all other staff, increasing the motivation of principal and staff to spend the time and effort required for implementation, and facilitating the continuing process of renewal and readjustment to establish the new roles, procedures, and goals that are required for the innovation to be effective and viable. (author's abstract)

403. Snyder, Wadell D. and Philip J. Runkel. Can teachers be trained to change? -- Some effects of teacher training on teacher-student interaction as assessed by Flanders' categories. Classroom Interaction Newsletter, 1975, 10(2), 19-31.

Reviews twelve studies in which teachers were given training, at least one goal of which was to let students exercise more initiative in classrooms and in which the measurement of the results of training used Flanders' scheme or something very similar. Results of six studies supported strongly the hypothesis that training teachers would result in certain changes in the behavior of the teachers' students. Two showed changes opposite to prediction. Results in the remaining four studies were mixed. One study (Bigelow's) was unique in directing the training not to student-teacher interaction, but to communication and problem solving among faculty; nevertheless, this study was one of those showing good evidence for predicted changes on the part of students.

404. Sommer, Robert. Hawthorne dogma. Psychological Bulletin, 1968, 70, 592-595.

The Hawthorne effect is generally considered an experimenter error to be avoided in psychological research. That view is largely conditioned by a bias toward single variable laboratory research. In field studies Hawthorne effects are the rule rather than the exception. (author's abstract)

405. Spicer, Edward H. (Ed.) Human problems in technological change: A casebook. New York: Russell Sage Foundation, 1952.

Resistance is not necessarily a condition of change. Once resistance is seen as a symptom of special conditions rather than as a constant element, it becomes possible to discover causes of success and failure of change efforts through the study of cases in which resistance appears. Through the use of successful and unsuccessful case examples, this book seeks to demonstrate the factors related to the success and failure of cross-cultural change efforts. Case study analysis reveals these generalizations: people resist changes which threaten basic security; they resist proposed changes they do not understand; and they resist being forced to change. Guidelines for the study and analysis of the effects of technological innovation are included. Recurrent groups of problems are identified for use in diagnosing or analyzing situations, and as a basis for developing principles for solving human problems (problems of cultural linkage, of social structure, of the role of the innovator, of cultural bias, etc.). A master checklist which might be used for gathering information on proposed change in a wide variety of situations is given, and would appear to be of value to both administrators and consultants. -- NIMH (1971)

Includes a collection of anthropological studies. Schools are not included, but the cases are instructive.

406. Spring, Joel. The sorting machine: National educational policy since 1945. New York: David McKay, 1976.

... I began to understand more clearly the economic and social forces that produced the National Defense Education Act and the new mathematics and science curriculums of the latter part of the decade. All these events seemed to serve the needs of a foreign policy designed to contain communism and protect the interests of American corporate expansion into foreign markets. The one outstanding contradiction to these trends during the 1950s was the civil rights movement with its concern about inequality in schooling and its potential for organizing the poor and creating social-class conflict. I wanted to understand how the potential revolutionary nature

of this movement was contained. I found this in a theory of poverty which denied class conflict and used education as an instrument for maintaining social order.... This led to an interest in discussions about career education and equality of opportunity during the Nixon administration and how they fit into the general trends of educational development since World War II. -- from the preface.

For other writings on the societal pressures on schools, see Bowles and Gintis (1976) and Shields (1973).

407. Stake, Robert E. The countenance of educational evaluation. Teachers College Record, 1967, 68(7), 523-540.

Educators should be making their own evaluations more deliberate, more formal. Those who will -- whether in their classrooms or on national panels -- can hope to clarify their responsibility by answering each of the following questions: (1) Is this evaluation to be primarily descriptive, primarily judgmental, or both descriptive and judgmental? (2) Is this evaluation to emphasize the antecedent conditions, the transactions, or the outcomes alone, or a combination of these, or their functional contingencies? (3) Is this evaluation to indicate the congruence between what is intended and what occurs? (4) Is this evaluation to be undertaken within a single program or as a comparison between two or more curricular programs? (5) Is this evaluation intended more to further the development of curricula or to help choose among available curricula? With these questions answered, the restrictive effects of incomplete guidelines and inappropriate countenances are more easily avoided (pp. 539-540).

408. Starling, William. An unsuccessful attempt to implement an educational innovation: A case study. Doctoral dissertation. University of Oregon, 1973.

The faculty [of an elementary school] was given the opportunity to move toward differentiated staffing in a multi-unit structure after all but two of them voted to become involved in the project. The principal and four of the teachers received five days of training -- resembling consultation in organization development -- in communication skills, goal setting, decision making and problem solving to facilitate this movement toward the new school structure. At the end of four months after the training, staff members were confused, unhappy, and voted to withdraw from the project. Nine hypotheses received some support from [the] data. They were: The staff is unclear about the

purpose of the innovation and is hesitant about taking steps to implement that innovation until it knows by what criteria its efforts will be evaluated. If staff members feel coerced by the principal or another staff member to undertake an innovation, they will feel low commitment to that decision. Staff members feel threatened and respond unfavorably if the steering committee members are not trusted and do not represent the teachers' interests and concerns. If the steering committee is not adequately trained, it is improbable that it will be able to help the staff implement the innovation. If the principal changes his role as a supervisor, teachers become confused about what kind of behavior he expects from them. Teachers are reluctant to change their interpersonal and group behavior if they do not understand how that behavior change will benefit them. If the follow-up training is inadequate, the steering committee will probably be unable to give the staff the kind of help they need to implement the innovation. If teachers are forced to implement an innovation by taking time away from tasks they feel are crucial to doing a good job of teaching, they will respond unfavorably to the innovation. If information about the progress of the innovation in other schools is pessimistic, this information will be discouraging to those who are expected to implement the innovation in their own school. (author's abstract)

409. Stephens, J. M. The process of schooling: A psychological examination. New York: Holt, Rinehart, Winston, 1967.

The theory of spontaneous schooling; implications and elaborations. Questions what can reasonably be attempted in schools. "When he looks at the evidence, the teacher of reading or arithmetic can find much reason for optimism. Some success is the rule. True enough, many onlookers will claim that the gains are disappointing in their extent. But no one can claim that there is no gain whatever. In the area of character, on the other hand, the picture is quite different" (p. 110). Asks whether reformers are working with forces that are very small compared to the primordial human urges and societal trends.

410. Stephens, Thomas. Innovative teaching practices: Their relation to system norms and rewards. Educational Administration Quarterly, 1974, 10(1), 35-43.

"... it can be said that regardless of own attitudes and perception of norms, innovative teaching was related to the reward system in the schools studied here. By way of explanation, it has been suggested that the classroom teacher is often a lone actor, immune to peer influence and responsible only to a

superior, [the principal], whose power is enhanced by this type of social structure.... The innovative superintendent and board do not have direct control over teacher behavior; any change attempts will be mediated by the principal and need his [or her] cooperation and visible encouragement (p. 42).

For uses elsewhere of items from COPED's questionnaires, see Hilfiker (1970) and Schmuck and Runkel (1970). For descriptions of the COPED project, see Watson (1967) and Luke and Mial (1971).

411. Sutherland, John W. A general system philosophy for the social and behavioral sciences. New York: George Braziller, 1973.

In this new volume, general systems theory emerges as a well-articulated and documented alternative to strict positivism and empiricism in the social and behavioral sciences. Taking a critical look at these sciences, Dr. Sutherland offers a radically new set of perspectives and procedures and a defense and explication of general systems theory in three dimensions: the theoretical, the epistemological-ontological and the operational. His book is interdisciplinary, drawing on variables and concepts not only from the systems sciences but from various disciplines within the human science domain: anthropology, economics, social psychology, organization theory and political science. -- Publisher's blurb.

412. Swaab, Alexander M. Organizational change and the principal. Educational Technology, 1972, 12(10), 55-56.

What this says to me is that the principal needs to set the norm-changing model for his school. It does no good for him to encourage his teachers to take risks when he takes none. Nor is it productive to exhort his staff to trust each other when he is distrustful; nor to talk about the importance of giving and receiving feedback when he rejects that which is given to him. All this certainly is not easy, but we might as well face things as they are rather than pretend they don't exist.... We have created a new model for living and working together (p. 57).

413. Terreberry, Shirley. The evolution of organizational environments. Administrative Science Quarterly, 1968, 12(4), 590-613.

This paper argues that evolutionary processes occur in the environments of organizations. Ideal types of environment, originally conceptualized by Emery and Trist, are elaborated and extended. A review of recent literature gives evidence of the decreasing autonomy and the increasing interdependence of organizations. Four approaches to inter-organizational analysis are

reviewed and found inadequate to deal with present-day conditions. This paper then outlines a perspective which allows any organization, its transactions, and the environment itself to be viewed in a common conceptual framework. Two hypotheses are discussed: (1) that organizational change is increasingly externally induced; and (2) that organizational adaptability is a function of ability to learn and to perform according to changes in the environment. (author's abstract)

414. Thomas, Terry A. Changes in elementary school principals as a result of laboratory training. Technical Report No. 5, Eugene, Oregon: Center for Educational Policy and Management, 1970. ERIC order ED 041 368.

Response data from questionnaires administered to 204 teachers served as the basis for determining (1) changes in the interpersonal relations of elementary principals, and (2) the effect of needed changes on the social-emotional climate of their respective schools. Perceived change, organizational climate, executive leadership, tact, and collaborative decision making were measured. This report describes the resulting 5-day training laboratory attended by 28 elementary principals, and includes a list of the objectives, a list of 12 changes hypothesized as a result of the training, and a brief statistical analysis of behavior changes in a preregistered group and a nonpreregistered group. The study revealed more positive change by principals in the experimental group than by those in the control group, and showed that laboratory training in interpersonal relations affects positively the administrator's behavior with his staff and the social-emotional climate of the school. --JK in Research in Education, 1970, 5(12), p. 32.

415. Tichy, Noel M. and Harvey A. Hornstein. Stand when your number is called: An empirical attempt to classify types of social change agents. Human Relations, 1976, 29(10), 945-967.

On the basis of a pilot study using interviews and a later mailed-questionnaire study, the authors classify change agents into four types: (1) outside pressure, (2) analysis for the top, (3) OD, and (4) changing individuals. The classification fits the data very well. The title is misleading; the authors did not merely attempt to classify the agents; they did classify them.

416. Tichy, Noel M. and Jay N. Nisberg. When does work restructuring work? Organizational innovations at Volvo and GM. Organizational Dynamics, 1976, 5(1), 63-80.

The authors analyze two qualities of working life (QWL) projects and explain why one was a success, the other a failure.

The twenty questions of an organizational improvement program are listed and the methods of each of the two auto manufacturers used to apply the program are described.

According to the authors, "The results [of analysis] provide insights into the complex set of factors that led to the success of Volvo's program and the failure of GM's. Such an analysis should provide other organizations with a sophisticated 'consumers' guide' to aid the discerning manager in selecting appropriate organizational innovations" (p. 79).

417. Toffler, Alvin. Learning for tomorrow: The role of the future in education. New York: Random House, 1974.

... all education springs from images of the future and all education creates images of the future. Thus all education, whether so intended or not, is a preparation for the future. Unless we understand the future for which we are preparing, we may do tragic damage to those we teach. Unless we understand the powerful psychological role played by images of the future in motivating -- or de-motivating -- the learner, we cannot effectively overhaul our schools, colleges or universities, no matter what innovations we introduce. Under the banner of "education in the future tense," ... eighteen ... psychologists, educators, futurists, social scientists, psychiatrists, and humanists .... show why action-learning, values clarification, racial and sexual equality, along with games, simulations, science fiction and other educational innovations, tools and reforms need to be integrated and fused with future-consciousness, if we are to design effective learning systems for all. Their proposals, and the powerful documentation they bring to bear, will generate discussion ... among those concerned with education from the preschool level to the graduate school. -- Publisher's blurb.

418. Tosi, Henry, Ramon Aldeg, and Ronald Story. On the measurement of the environment: An assessment of the Lawrence and Lorsch environmental uncertainty questionnaires. Administrative Science Quarterly, 1973, 18(1), 27-36.

The authors examine the questionnaire items reported by Lawrence and Lorsch in their 1969 book as indicators of the uncertainty experienced by an organization in dealing with its environment; the authors say (p. 27): "When subscale scores are correlated with alternative measures of uncertainty, the results are disappointing. Internal reliability assessments and factors analysis of the scales suggest that the instrument is methodologically inadequate."

419. Tuckman, Bruce W. Developmental sequence in small groups. Psychological Bulletin, 1965, 63(6), 384-399.

After a thorough review of relevant literature, Tuckman postulates that group-formation can be observed to go through four stages in each of two aspects. Task activity begins with (1) orientation to the task and goes on to (2) emotional response to task demands, (3) open exchange of relevant interpretations, and (4) emergence of solutions. Group structure begins with (1) testing interdependence and goes on to (2) intragroup conflict, (3) group cohesiveness, and (4) functional role-relatedness.

420. Tuckman, Bruce W., Kendrick M. McCall, and Ronald T. Hyman. The modification of teacher behavior: Effects of dissonance and coded feedback. American Educational Research Journal, 1969, 6, 607-620.

This study was concerned with the question of whether teachers whose self-perception and observed classroom behavior were discrepant (in terms of Flanders' Interaction Analysis categories) would change their behavior, perception or both as the result of feedback. Three feedback sources were compared to a no-feedback control for 24 high school teachers, classified as high or low in terms of their initial perception-behavior discrepancy. The group given direct verbal feedback was found to change significantly more than the no-feedback group while differences were found for teachers taught the IA system or those who listened to tape recordings. High discrepant teachers were found to change their self-perception more than lows.

For similar studies, see Burns (1977), Daw and Gage (1967), Gage, Runkel, and Chatterjee (1963), Hovenier (1966), and Margaret Nelson (1972).

421. Twyman, J. P. and B. J. Biddle. Role conflict of public school teachers. Journal of Psychology, 1963, 55, 183-198.

It seems clear that a number of significant disparities exist among teachers, school officials, parents, and pupils over teacher role cognitions. These disparities were found for positive norms, negative norms, and for expectations, and occurred in a variety of content areas (p. 196).

422. Tye, Kenneth A. and J. M. Novotney. Schools in transition: The practioner as change agent. New York: McGraw-Hill, 1975.

This book is for practitioners; teachers, principals, administrators and intermediate agency personnel. It is not a condemnation of the system nor a prescription for specific change; rather, it is an attempt to pull together some insights about the nature of schools and the change process for those who work in and close to schools.

Beyond providing an overview of the factors involved in educational change and suggesting strategies which could be used in overcoming obstacles to change, the authors have included a chapter offering recommendations for developing a plan of action to self-renew schools. -- Publisher's blurb.

For other reports from IDEA, see Bentzen and associates (1974), Culver and Hoban (1973), Goodlad (1975), Williams and others (1974).

423. U. S. Office of Education. Pacesetters in innovation: Fiscal year 1966. Washington, D. C.: Government Printing Office, 1966.

Historical interest. Descriptions of first projects approved under Title III of the Elementary and Secondary Act of 1965.

424. U. S. Office of Education. Do teachers make a difference? Washington, D. C.: Government Printing Office, 1970.

Report of a conference that concluded that "at the present moment we cannot make any sort of meaningful quantitative estimate of the effect of teachers on student achievement." However, in this same volume, Alexander Mood says, "It appears to me to be reasonable speculation that teachers of the future may make a large difference by fully including students in all aspects of carrying out the educational enterprise.... The students must be integral elements of the organizational enterprise -- not merely a group of outsiders that the organization deals with. To this end, all children must regularly be assigned teaching roles" (pp. 15-16).

425. Van de Vall, Mark, Cheryl Bolas, and Tai S. Kang. Applied social research in industrial organizations: An evaluation of functions, theory, and methods. Journal of Applied Behavioral Science, 1976, 12(2), 158-177.

Intervening variables are analyzed for their impact on the transformation of social science intelligence into organization policies. Functions, structures, theories, and methods of applied social research are found to have a direct bearing upon the type and degree of utilization of research results in organizational decisions. Each of the four variables illustrates

differences not only in procedures or instruments but also between the values and goals of applied and academic social research. The growing emphasis in academic circles upon methodological perfection and the growing integration of applied social research into organizational policies is bound to widen the discrepancy in values between the two professions, argue the authors. The message for the social researcher who wishes his data to be utilized is implied in the concluding section of this paper, which draws upon the results of a study of applying social science research to organizational change projects in the area of industrial and labor relations in the Netherlands. (author's abstract)

426. Varenne, Hervé. From grading and freedom of choice to ranking and segregation in an American high school. Council on Anthropology and Education Quarterly, 1974, 5(2), 9-14.

The ... purpose of this research is to provide a unified cultural theory of quality and inequality in the United States that will allow us to go beyond the traditional dichotomy with which native American sociologists studying their own society believe they are confronted -- the dichotomy between the myth of democracy and the reality of social class. (p. 9).

For further comment on the anthropological method of research, see Ianni (1974).

427. Vidmar, Neil and Joseph E. McGrath. Forces affecting success in negotiation groups. Behavioral Science, 1970, 15(2), 154-163.

McGrath's Tri-forces model of the negotiation process emphasizes three major sets of role forces which act on the negotiation representatives. It is proposed that by obtaining a number of measure of these role forces for each negotiator and combining them as a "battery of predicators" in a multiple regression equation, negotation group outcomes can be predicted. Data from two experimental studies are presented. They support the Tri-forces model as a valid representation of the factors operating in the decision-making process of negotiation groups and confirm the usefulness of the multiple regression technique.

428. Vroom, Victor H. and Philip W. Yetton. Leadership and decision making. Pittsburgh: University of Pittsburgh Press, 1973.

The elements of the model are (1) a set of 8 questions concerning the decision situation, (2) a set of 13 problem types, each of which is identified from a particular combination of yes-no responses to the 8 questions, (3) a set of 5 methods of

participative decision making -- one or more of which is feasible for solving each of the problems, and (4) a rule for choosing which of the feasible methods is the best.... in the middle and largest part of the book, the authors first forcefully argue that present theories of leadership are inadequate in that they largely disregard the very important concept that leaders adjust the degree of participation to fit the problem situation. They then review a program of empirical research designed, to a considerable extent, to demonstrate the necessity for including situational variables in an improved theory. -- George P. Huber in Contemporary Psychology, 1975, 20(2), p. 111.

429. Wacaster, C. Thompson. The life and death of differentiated staffing at Columbia High School. In W. W. Charters, Jr., et al. (Eds.), The process of planned change in the school's instructional organization. (Monograph No. 25) Eugene, Oregon: Center for Educational Policy and Management, 1973; pp. 35-51. Reprinted in J. Victor Baldridge and Terrence E. Deal (Eds.), Managing change in educational organizations. Berkeley: McCutchan, 1975; pp. 467-481.

What were some factors that may have contributed to the decision of the Columbia High School staff to discontinue the attempt to implement an educational innovation labeled differentiated staffing (DS)?

During efforts to generate answers to this question from data collected by means of participant observation, interviewing, and document analysis, it gradually appeared in the course of this field study that values and norms operating at Columbia played a central part in discontinuance. These values were the equality of individuals and governance by the governed, while the norms may be stated as follows: (1) the Columbia staff should make all decisions in regard to all issues affecting it, and (2) all staff members should act as equals toward each other.

The values and norms not only were incompatible with expectations of various persons in regard to control of the district DS project but also were incompatible with the following characteristics of the Columbia DS model: differential distribution of authority among organizational members; salary differentials; hierarchy. This incompatibility had the consequence of generating opposition to the DS model. The opposition in turn expressed itself untimately as votes to discontinue the attempt to implement the Columbia DS model. (Excerpted from author's abstract of the dissertation on which the chapter is based)

430. Walberg, Herbert J. Models for optimizing and individualizing school learning. Interchange, 1971, 2(3), 15-27.

After reviewing several studies ..., Walberg noted that about 40 percent to 60 percent of the variance in learning can be accounted for by measures of aptitude (intelligence). With respect to environment, he noted that crude measures, social class indices, etc., predicted relatively little variance (25 percent or less), but more precise measures of environment predict a major fraction of the variance (37 percent to 64 percent) in school learning. Surprisingly, the instructional component predicted very little of the variance (5 percent to 17 percent) of learning outcomes. As Walberg points out, it seems ironic that in educational research enormous efforts have gone into the measurement of aptitude that cannot be manipulated very effectively after school age (if at all), while relatively little effort has been made in measuring the salient features of the learning environment that can be manipulated. -- Warren E. Bell

431. Walton, Richard E. and Donald P. Warwick. The ethics of organization development. Journal of Applied Behavioral Science, 1973, 9(6), 681-698.

Describes ethical dilemmas of power, freedom, and professional responsibility.

432. Waters, L. K. and Carrie Wherry Waters. An empirical test of five versions of the two-factor theory of job satisfaction. Organizational Behavior and Human Performance, 1972, 7(1), 18-24.

A test of the Herzberg theory. See also King (1970) and Schneider and Locke (1971).

433. Watson, Goodwin (Ed.) Change in school systems. Washington, D. C.: Cooperative Project for Educational Development by National Training Laboratories, National Educational Association, 1967.

This book, produced for the Cooperative Project for Educational Development (COPED), is a companion volume to Concepts for Social Change. It deals with the structure and processes of the school system and presents various strategies for change which would test and develop the concepts presented in Concepts for Social Change. The school system is a social system which needs to be analyzed and mapped to find not only where it is going but where it has been. In planning change in the process of socialization, there is a need to know what are the components, goals, and technology which should be operative. Crucial to organizational development are a workable model and interaction between

the various parts of the system. Change within the school system may be aided by a relationship with a university and the development of a trainer change agent. The final paper presents a "conceptual architecture of a self-renewing school system" which includes the elements of sensing, screening, diagnosing, inventing, deciding, evaluating and revising. -- NIMH (1971).

For uses elsewhere of data from the COPED data bank or of items from COPED's questionnaires, see Hilfiker (1970), Schmuck and Runkel (1970), and Stephens (1974). For a description of COPED, see Luke and Mial (1971).

434. Weick, Karl E. Educational organizations as loosely coupled systems. Administrative Science Quarterly, 1976, 21(1), 1-19.

An introduction to the uses of loose coupling as a concept in studying educational organizations and as a component in designing educational organizations.

435. Weick, Karl E. The social psychology of organizing. Reading, Massachusetts: Addison-Wesley, 1969.

Emphasizes the process of organizing -- the dynamics. Very insightful on the needs of individuals that support continuing groups, the functions of rationality, planning, and goal-setting. Much more than most books, this one gives a dynamic picture in place of a static one. Contents: What organizing looks like; Problems in contemporary organization theory; Components of a revised concept of organization; Interlocked behaviors: The elements of organizing; The processes of organizing; How organizing processes operate; How organizing processes are interconnected; A model for the study of organizing; and Implications of the organizing model.

436. Weisbord, Marvin. Organizational diagnosis: Six places to look for trouble with or without a theory. Group and Organizational Studies, 1976, 1(4), 430-447.

This article presents a practice theory for diagnosing organizations -- that is, a combination of many ideas in a relatively simple framework that can be applied in various settings. It brings together organization/environment, sociotechnical, and formal/informal systems concepts, and proposes six broad categories for looking at an organization: purposes; structure; relationships; rewards; leadership; and helpful mechanisms. The author illustrates how these six factors influence each other and provides clues about what to diagnose in each category, considering the infinite number of possibilities. He also suggests that what are called "process" issues show up as blocked work that can be freed by understanding and intervening in one or more of the six boxes. (author's abstract)

437. Whitmore, Joanne Rand. The modification of undesirable attitudes and classroom behavior through constructive use of social power in the school peer culture. Technical Report No. 36, Stanford Center for Research and Development in Teaching, 1973.

On making use of the resources of students in the life of the school.

See also Joanne Rand Whitmore. Student leadership: Guidelines for developing programs in distressed low-income elementary schools. Research and Development Memorandum No. 113, Stanford Center for Research and Development in Teaching, 1973.

See also Joanne Rand Whitmore, Janet L. Crist, and Ronald W. Marx. An experimental in-service teacher education program for distressed elementary schools. Research and Development Memorandum No. 117, Stanford Center for Research and Development in Teaching, 1974. Describes factors limiting the effectiveness of the in-service program: (1) expectation of failure, (2) low personal and professional self-concepts, (3) pervasive sense of pressure and futility, (4) unskillful administrative leadership, (5) resistant teachers, (6) impatience, (7) lack of adequate use of the project staff, and (8) mental and emotional fatigue.

For other writings on powerlessness in schools, see Bowles and Gintis (1976), DeCharms (1976), Deci (1972), Jackson (1968), Shields (1973), Silberman (1970), Willower (1963, 1970), Willower and Jones (1963). For powerlessness among workers in industry, see Argyris (1973).

For other writings on satisfaction of motives in the work place, see the cross-references under Argyris (1973).

438. Wilkes, Roberta. Peer and cross-age tutoring and related topics: An annotated bibliography. Theoretical Paper No. 53, Madison: Wisconsin Research and Development Center for Cognitive Learning, University of Wisconsin, 1975.

This bibliography is an effort to provide educators and researchers with a comprehensive listing of current resources, information, and research concerning peer and cross-age academic tutoring by students, together with a selection of references on related topics of cross-age interactions, tutoring in general, and the use of paraprofessionals in educational and therapeutic situations. The references cited were

selected from a search of educational and psychological literature from 1960 to 1973 and are categorized according to the nature of the activities discussed and the nature of the individuals involved. Included are descriptions of informal tutoring programs in individual classrooms around the country, as well as of organized, systematic programs developed and formally evaluated by educators. The bibliography contains a number of controlled experiments and doctoral theses investigating the effectiveness of tutoring by children and adults and the significance of such factors as race, age, and sex differences in tutoring combinations. Listed also are several tutoring "packages" published commercially and available for purchase by school systems. (from the Preface)

439. Williams, Richard C., Charles C. Wall, W. Michael Martin, and Arthur Berchin. Effecting organizational renewal in schools: A social systems perspective. New York: McGraw-Hill, 1974.

Authors selected eight schools from the League of Cooperative Schools of IDEA -- the four scoring highest on "organizational renewal" and the four scoring lowest. Authors say that "for measurement purposes," they divided organizational renewal (OR) "into three steps: (1) dialogue ... (2) decision-making ... and (3) action ...." (p. 7). They tell nothing of the items composing the measures nor of how they were scored. Be that as it may, the authors found much greater proportions of role conflict in the low-OR schools than in the high-OR schools. They conclude, "This finding indicates that high role-personality conflict can indeed affect the degree of a school's success in attempting to develop dynamic processes...." (p. 51). We might also interpret the finding as indicating that a school with dynamic processes characterizing the low-OR school gives staff many more opportunities to get into role conflicts and fewer opportunities to get out of them, compared to high-OR schools. The authors also report some discrepancies among the values of parents, teachers, and principals.

For other reports from IDEA, see Bentzen and associates (1974), Culver and Hoban (1973), Goodlad (1975), Tye and Novotney (1975).

440. Williamson, John N. The inquiring school: Toward a model of organizational self renewal. Part I, Educational Forum, 1974, 38(3), 355-371; Part II, Educational Forum, 1974, 38(4), 393-410.

Presents an abstract model of an inquiring system on four interdependent levels: a level of operations, and three higher order "inquiry levels" of regulation, learning and consciousness (p. 362).

Argues that the underlying contemporary needs of public education cannot be met merely through changing school practice. Rather they demand a strategy for transforming the schools into centers of inquiry and self-renewal (p. 393).

The ideas presented ... imply a radical departure from present practice, primarily because they would have the school and other community resources emerge from their separate organizational shells to engage in the common social purpose of fostering a self-renewing education for the community -- the ultimate result of a school's functioning at the level of consciousness. (p. 409).

441. Willower, Donald J. Barriers to change in educational organizations. Theory into Practice, 1963, 2(5), 257-263.

The public school is viewed as a service organization having no control over client selection, and where clients have no choice regarding participation. In such organizations, concern with client control is central. Data from a study of a 1600-pupil Junior High School support the proposition that resistance to liberalizing changes on the part of many teachers is a function of their preoccupation with pupil control. Older, more conservative teachers were dominant in the informal structure of the school studied, and norms stressed order, firmness and social distance in teacher-student relationships. Pressures were applied to new teachers to conform to these norms. Changes which threatened the status structure, i.e., the domination of the older, more conservative teachers, were resisted. (Sociological Abstracts, 1965, 13(2), 295.

442. Willower, Donald J. Educational change and functional equivalents. Education and Urban Society, 1970, 2, 385-402.

"Approaches to innovation direct attention away from social system considerations." Contends that the school displays an array of structures that are functional for the organization and its adult personnel but dysfunctional or neutral for pupils. Functional equivalents or alternatives are suggested after analysis of social structures, roles, and social norms. -- Culver and Hoban (1973, p. 267).

For other writings on powerlessness in schools, see Bowles and Gintis (1976), DeCharms (1976), Deci (1972), Jackson (1968), Shields (1973), Silberman (1970), Whitmore (1974), Willower (1963), Willower and Jones (1963). For powerlessness among workers in industry, see Argyris (1973).

For other writings on satisfaction of motives in the work place, see the cross-references under Argyris (1973).

443. Willower, Donald J. and Ronald G. Jones. When pupil control becomes an institutional theme. Phi Delta Kappan, 1963, 45(2), 107-109.

Every school has a personality, shaped by particular people working in a particular setting. This study analyzes the influences that gave a certain junior high school in a middle-sized city of Pennsylvania its special character.... Faculty structure was characterized by a number of informal groupings. One such grouping was based on differences in age, number of years at the school, and certain attitudes held.... Members of the older group placed great stress on pupil control and discipline and did not hesitate to communicate their views to the younger teachers, whom they often viewed as being lax and failing to maintain sufficient social distance between themselves and students (p. 107).

For other writings on powerlessness in schools, see Bowles and Gintis (1976), DeCharms (1976), Deci (1972), Jackson (1968), Shields (1973), Silberman (1970), Whitmore (1974), Willower (1963, 1970). For powerlessness among workers in industry, see Argyris (1973).

For other writings on satisfaction of motives in the work place, see the cross-references under Argyris (1973).

444. Wolcott, Harry F. The man in the principal's office: An ethnography. New York: Holt, Rinehart, Winston, 1973.

The reader who understands what Ed Bell, the principal in this school, does from hour to hour and day to day as he moves about the school and in the community will understand how the principal acts in thousands of elementary schools in the United States. But there are yet other thousands of such schools to which this case study will be necessarily tangential.... This case study is ... written by an observer who has had intimate, prolonged contact with the situation, and who has in his mind a broad frame of reference within which observations are placed.... it is clear that the principal's role is that of mediator rather than innovator or commander. Much of his time and energy is devoted to conflict resolution or the prevention of conflicts latent in the system of interrelationships. It is also clear that with this emphasis on the mediator's role, it is impossible for the principal to attend in any depth to the educational process itself.... In the American community, schools and their administrators abide in a climate of unstable equilibrium. The study also deals with perceptions by various individuals and audiences of the principal's behavior,

as well as his own self-perception. We can see that these perceptions are, to a large extent, a projection of the variant positions within the system of interrelationships within which the principal plays his mediating role. Also notable in this case study is the attention given to the disposition of the principal's time.... What impresses anyone who has worked in schools in other societies is the enormous amount of time devoted to meetings of various sorts on the part of our own professional educators (pp. viii-ix).

445. Wyant, Spencer H. Power to the pupil: An annotated bibliography of student involvement, student power, and student participation in decision-making in public secondary schools. Occasional Paper of CEPM-CASEA, University of Oregon, 1973. ERIC order no. ED 089 462.

446. Wyant, Spencer H. The effects of organization development training on communications in elementary schools. Doctoral dissertation, University of Oregon, 1974.

The study focused on two types of schools: those that had received organization development training -- here called "trained" -- and those with team-teaching or multiunit organizational structures -- here called "collaborative." It was predicted that schools that were both trained and collaborative would score highest on criterion tests of communication, that schools untrained but collaborative and schools trained but not collaborative would score next highest, and that schools both untrained and not collaborative would score lowest.

Collaborative organizational structure had postive effects on communication, but these effects were weaker in 1972 than in 1970. The pooled mean standardized scores of untrained collaborative schools exceeded the mean of untrained non-collaborative schools on all tests in 1970 and on five of six tests in 1972. The highest mean score of untrained collaborative schools in 1972, however, was lower than the lowest mean score of this pool in 1970.

Analysis showed that small amounts of training have deleterious effects on communication, while larger amounts of training facilitate communication. When the pooled mean standardized scores of collaborative schools receiving different amounts of training were plotted against the mean score of untrained collaborative schools, it was found that training had a consistently positive effect on communication, but only after the amount of training exceeded a point lying between 22 and 27 hours. It appeared that small amounts of training merely made public the organizational problems that exist in all schools, but did not give the staffs sufficient time to deal with the problems constructively.

One overall conclusion was that organization development training does have a positive effect on communication, provided that sufficient training is received. Another was that organizational structure also influences communication, but the the effect is likely to diminish (in contrast to the effects of training) over time. (author's abstract)

447. Yarnall, Garth Gene. Communication patterns among teachers in team-teaching oriented schools. Doctoral dissertation, University of Florida, 1970.

Educators desiring to increase the effectiveness of teachers have developed the idea of "team teaching." A recent organizational approach to this concept has been total-faculty team teaching.

The purpose of this study was to investigate by sociometric techniques the "communication patterns" of five total-faculty team-teaching organized schools that were from four months to seven and one-half years old -- allowing for a built-in longitudinal study -- to determine what trends might be found regarding each schools' internal group structure as it had evolved. The teaching staff at each of the five selected team-teaching schools were tested by means of a three-part data-gathering instrument to obtain information on: general group characteristics, sociometric questions, and an opinionnaire on team teaching. The sociometric factors of influence domain, centrality, and prestige were determined by a computer program developed at Johns Hopkins University. Mutual-choice sociograms were developed to depict the stronger, more influential communication patterns.

Results: (1) The mutual-choice sociograms were found to be straight-chain in nature, representing less staff cohesiveness rather than greater interchange of opinions, as the team-teaching schools increased in age. (2) The percentage of mutual choices expressed with each teaching staff decreased as the schools increased in age. (3) The Opinion Leaders experienced a decrease in reciprocated nominations and a decrease in percentage on their school's central group structure over time. (4) The percentage of each staff that comprised its mutual-choice sociogram decreased from a high of 49% at a new school to a low of only 18% at the oldest participating school. (5) The general sociometric question successfully predicted the Opinion Leaders in regard to more specific sociometric questions on flexible scheduling and grouping, role definition, and managing discipline. (6) As the ages of the team-teaching schools increased, newer teachers and older teachers increasingly sought the advice of each other (i.e., vertical communications increased). (7) No differences were found between the number of Isolates, cliques, or Opinion Leaders at newer and older

team-teaching schools. (8) The sociometric factors of influence domain, centrality, and prestige showed no differences between the groups of Opinion Leaders at the newer and the older team-teaching schools. (9) Team teachers at the newer schools responded to the main concepts of team teaching as contained in the opinionnaire as favorably as the older schools' teaching staffs. (10) The group characteristics of the participating staffs generally supported the built-in longitudinal nature of the study, increasing as the ages of the five team teaching schools increased.

448. Zand, Dale E. Collateral organization: A new change strategy. Journal of Applied Behavioral Science, 1974, 10(1), 63-89.

The claim that managerial flexibility is essential makes more sense to managers and is more relevant to organizational development than the claim that traditional forms of organization should (or will) be displaced by more humanistic, participative forms. Managers can readily understand that finding solutions to different problems calls for different modes of organization. This article outlines a new change strategy -- a collateral organization; i.e., a parallel, continuously coexising organization which a manager can use to supplement his or her existing formal organization. Collateral organizations have norms differing from those usually in force, are used to identify and solve apparently intractable problems, and are carefully linked to the "regular" organizaiton. No new people are required.

Two cases illustrate application of the concept, which is also discussed in relation to matrix organizations, task forces, and temporary systems. (author's abstract)

Whereas the Schmuck-Runkel design for a "cadre of organizational specialists" assigns a portionof the time of individuals in a designated team to act as organizational consultants to other persons and groups in an organization, the "collateral" organization assigns periods of time to members of the organization during which to act according to norms different from the usual norms, permitting solutions to problems that the usual norms cannot handle. After initial training in the alternate or "collateral" set of norms, the persons using the collateral mode act without an "outside" consultant. The collateral organization seems an important addition to the designs for organizational change an OD program in a school or district might use.

449. Zeigler, Harmon. The political world of the high school teacher. Eugene, Oregon: CEPM-CASEA, 1966.

This book ... describes the behavior of high school teachers [and] present[s] some generalizations about political behavior using teachers as examples.... it is obvious that some of the acts of the educational system have implications for the political process. The most obvious is political socialization (p. xi).

INDEX

The first column in the table contains the number of the entry in this bibliography. The column headed "School" contains symbols indicating certain topics connected with schools. The meanings are as follows.

Symbols under "School"

Ci Citizens' involvement with schools

Cl Classroom dynamics

Ef Effects of schooling; school learning

Ev Evaluating programs. This does not indicate reports of evaluations; it signals writings on how to evaluate.

St Students' participation in decision making, in the organizational life of the school, etc.

In the remaining colums, an "S" means that the entry deals with schools, an "N" means that it deals with non-schools, and "SN" means that it deals with both. The headings of the columns have the following meanings.

Int Intervention theory and method; innovation

OrF Organizational functioning; both empirical and theoretical studies

Env Environment of schools: district, community, state, society, economy, political processes, desegregation

Lea Leadership

Mot Motivation, both theory and applications

Lin Linking among schools, schools with other organizations, research with practice, networks; includes cadres of organizational specialists

Tea Teams

Bib Bibliography

At the end of the table are short listings for the topics of costs, general system theory, and methodology.

We hope this index makes the bibliography easier to use. Categories for classifying writings are not easy to choose nor easy to apply. We will be glad to hear from any reader who wishes to suggest a different classification for some entry or who wishes to suggest a different kind of index. Such suggestions will help us when we put together the next edition.

Entry No.	School	Int	OrF	Env	Lea	Mot	Lin	Tea	Bib
6		S							
21		S							
49	Cl	S							
50		S							
51		S							
53		S							
56	Ci, St	S							
66		S							
90	Ef	S							
94		S							
108	Ef	S							
115		S							
117		S							
118		S							
132		S							
135		S							
141		S							
142		S							
144		S							
150	Ef	S							
161		S							
162		S							
163		S							
172		S							
173	Cl	S							
185	Ci	S							
192	St	S							
203		S							
205		S							
210		S							
213		S							
225		S							
226		S							
244		S							
248		S							

Entry No.	School	Int	OrF	Env	Lea	Mot	Lin	Tea	Bib
260		S							
270		S							
285		S							
297		S							
302		S							
305		S							
306		S							
307		S							
308		S							
313		S							
319		S							
321	Cl	S							
322		S							
323	Cl	S							
326		S							
328		S							
331		S							
338	Ci	S							
341		S							
367	Cl	S							
368		S							
370	Cl	S							
371		S							
372	Ci, St	S							
390	Cl	S							
403	Cl	S							
415		S							
420	Cl	S							
422		S							
423		S							
437	St	S							
2		S	S						
3		S	S						
8		S	S						
12		S	S						

Entry No.	School	Int	OrF	Env	Lea	Mot	Lin	Tea	Bib
16	Ci, St	S	S						
17		S	S						S
19		S	S						
32		S	S	S					
33		S	S		S				
43		S	S						
46		S	S				S		
73		S	S				S		
81		S	S	S					
95		S	S						
96		S	S						
103		S	S						
106		S	S					S	
133		S	S						
134		S	S						
146		S	S						
147		S	S						
182		S	S				S		
184		S	S						
190		S	S						
240		S	S						
259		S	S						
264		S	S						
268		S	S						
284		S	S						
303		S	S						
304		S	S						
314		S	S						
318		S	S						
324		S	S	S				S	
345		S	S						
357		S	S						
358		S	S						
359		S	S				S		
360		S	S						

Entry No.	School	Int	OrF	Env	Lea	Mot	Lin	Tea	Bib
362	Cl	S	S						
364		S	S						
373		S	S						
375		S	S						
377		S	S						
383		S	S						
384		S	S						
385		S	S						
386	Ev	S	S			S	S	S	S
396		S	S						
400		S	S						
401		S	S						
402		S	S						
408		S	S						
412		S	S						
414		S	S						
429		S	S						
433		S	S						
440	Ci	S	S	S					
441		S	S						
446		S	S						
99		S		S	S				
137		S		S					
152		S		S					
175		S		S					
198		S		S			S		
216		S		S					
219		S		S					
220		S		S			S		
249		S		S					
265		S		S					
272		S		S					
340		S		S					
348	Ci	S		S					
381	Ci, Cl, Ef, St	S		S	S		S	S	

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Entry No.	School	Int	OrF	Env	Lea	Mot	Lin	Tea	Bib
35	Ci, St	S			S				
71		S			S				
78		S			S		S		
80		S			S				
97		S			S				
98		S			S				
121		S			S				
126		S			S				
157	St	S			S				
158		S			S				
189		S			S				
222		S			S				
376		S			S				
129		S				S			
266		S				S			
271		S				S			
380	Cl	S				S			
20		S					S		
39		S					S		
40		S					S		
42		S					S		
82		S					S		
86		S					S		
87		S					S		
145		S					S		
151		S					S		
154		S					S		
188		S					S		
204		S					S		
276		S					S		
279		S					S		
280		S					S	S	
282		S					S		
296		S					S		
379		S					S		

Entry No.	School	Int	OrF	Env	Lea	Mot	Lin	Tea	Bib
395		S					S		
18		S						S	
140	Cl	S						S	
224		S						S	
232		S						S	S
255		S						S	
327		S						S	
388		S						S	
74	Cl	S							S
207		S							S
257		S							S
281		S							S
438	St	S							S
30			S						
31			S						
34			S						
48	Ef		S						
55			S						
65			S						
85	St		S						
91			S						
92			S						
114			S						
119			S						
127			S						
128			S						
160			S						
197			S						
227			S						
228			S						
231	Cl, Ef		S						
245	St		S						
299			S						
310			S						
325			S						

Entry No.	School	Int	OrF	Env	Lea	Mot	Lin	Tea	Bib
346	Cl		S						
347			S						
351			S						
354			S						
355			S						
361			S						
374			S						
421			S						
434			S						
439			S						
442			S						
443			S						
60			S	S					
63	Ci		S	S					
107			S	S					
110			S	S					
311	Ef		S	S					
352			S	S			S		
72			S		S				
83			S		S				
191			S		S				
444			S		S				
235	Cl		S			S			
238	Cl		S			S			
239	Cl		S			S			
410			S			S			
62			S					S	
251			S					S	
252			S					S	
332			S					S	
366			S					S	
447			S					S	
241			S						S
111	Ef			S					
149	Ci			S					

Entry No.	School	Int	OrF	Env	Lea	Mot	Lin	Tea	Bib
153				S					
176				S					
218	Ev			S					
233	Ef			S					
234	Ef			S					
288				S					
394	Ef			S					
406				S					
417	Cl, Ef			S					
426				S					
449				S					
286				S			S		
79					S				
223					S				
369					S				
378					S				
4							S		
397							S		
1	Ci								S
27	St								S
68	Ev								S
123	Ci								S
170	St								S
287									S
445	St								S
64	Ci								
89	Ci								
54	Cl								
382	Cl								
13	Cl, Ef								
52	Cl, Ef								
143	Cl, Ef								
183	Cl, Ef								
193	Cl, Ef								
292	Cl, Ef								

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Entry No.	School	Int	OrF	Env	Lea	Mot	Lin	Tea	Bib
398	C1, Ef								
409	C1, Ef								
430	C1, Ef								
29	Ef								
47	Ef								
88	Ef, St						S		
424	Ef, St								
15	Ev								
57	Ev								
93	Ev								
221	Ev								
320	Ev								
344	Ev								
407	Ev								
10	St								
84	St								
69		SN							
70		SN							
230		SN							
315		SN							
356		SN							
26		SN	SN			SN			
109		SN	SN	SN					
237	C1	SN	SN			SN			
363		SN	SN	SN			SN		
101		SN		SN					
214		SN		SN					
353		SN		SN					
283		SN				SN			
171		SN							SN
206		SN							SN
350		SN							SN
300			SN						
41			SN		SN				
23			SN			SN			

Entry No.	School	Int	OrF	Env	Lea	Mot	Lin	Tea	Bib
236	C1		SN			SN			
392				SN					
186							SN		
5		N							
22		N							
37		N							
38		N							
59		N							
104		N							
105		N							
116		N							
125		N							
139		N							
148		N							
156		N							
167		N							
168		N							
169		N							
174		N							
195		N							
196		N							
200		N							
201		N							
217		N							
267		N							
277		N							
278		N							
316		N							
325		N							N
330		N							
336		N							
337		N							
349	Ev	N							
399		N							
427		N							

Entry No.	School	Int	OrF	Env	Lea	Mot	Lin	Tea	Bib
431		N							
436		N							
14		N	N						
102		N	N						
120		N	N						
124		N	N						
131		N	N						
165		N	N						
177		N	N		N				
178		N	N				N		
208		N	N						
215		N	N	N					
243		N	N						
254		N	N			N			
269		N	N						
301		N	N			N			
343		N	N						
389		N	N						
404		N	N						
416		N	N						
448		N	N						
45		N		N		N			
100		N		N					
166		N		N					
180		N		N					
246		N		N					
334		N		N					
365		N		N					
24		N			N				
25		N			N				
36		N			N				
209		N			N				
425		N					N		
61		N						N	
202		N						N	

Entry No.	School	Int	OrF	Env	Lea	Mot	Lin	Tea	Bib
164		N							N
317		N					N		N
329		N							N
9			N						
77			N						
113			N						
122			N						
136			N						
155			N						
179			N						
181			N						
194			N						
242			N						
250			N						
258			N						
263			N						
273			N						
275			N						
290			N						
333			N						
339			N						
387			N						
391			N						
393			N						
419			N						
432			N						
435			N						
75			N	N			N		
199			N	N					
256			N	N					
342			N	N					
405			N	N					
413			N	N					
247			N		N				
295			N		N	N			

Entry No.	School	Int	OrF	Env	Lea	Mot	Lin	Tea	Bib
428			N		N				
130			N			N			
211			N			N			
212			N			N			
253			N			N			
293			N			N			
294			N			N			
298			N			N			
11				N					
112				N					
229				N					
312				N					
418				N					
138					N				
28					N	N			
44					N	N			
7						N			
159						N			
187						N			
274						N			
289						N			
291						N			
76							N		

Costs: 29, 155

General system theory: 9, 37, 38, 58, 67, 256, 261, 262, 309, 310, 411

Methodology: 15, 47, 77, 119, 250, 387, 432